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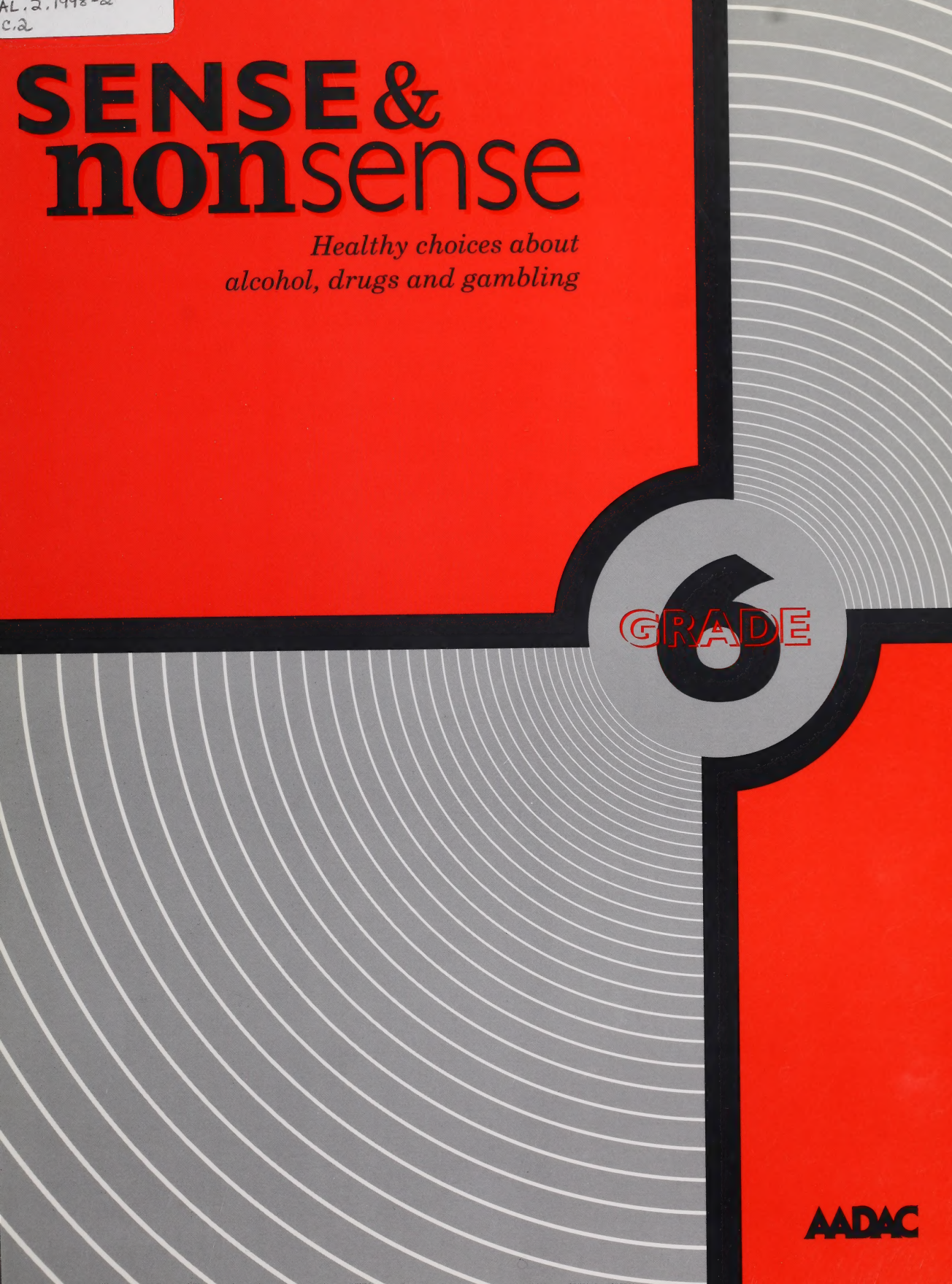
SENSE & nonsense

Healthy choices about alcohol, drugs and gambling



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Sense & Nonsense
Healthy Choices About Alcohol, Drugs and Gambling

A Sneak Peek at Sense and Nonsense

Sense and Nonsense is a curriculum resource to educate children in grades 4, 5 and 6 about issues around alcohol and drug use as well as gambling. Each manual is grade specific and designed to help teachers present factual information about drugs like medications, caffeine, tobacco products, and alcohol as well as lifestyle choices and information on gambling so that students will be able to make sound decisions about their use of these products in the present and future. Take a quick look at what we have to offer.

Grade 6

After identifying personal views on alcohol, students will explore why people use alcohol, and the influences of advertising on alcohol purchase and consumption. They will also learn about how alcohol affects the body, and develop an understanding of alcohol abuse and dependency.

Students examine how they manage their personal and financial resources. They discuss situations that involve conflicting points of view and examine how harmful involvement in gambling affects family members and friends. They are asked to focus on their personal interests and abilities, then discuss the difference between use and abuse as it relates to gambling. They develop a problem-solving model and an action plan for making healthy choices.

Grade 4

At this grade level children will develop an understanding of commonly-used drugs, such as medications and caffeine, and an understanding of the purpose of drugs in our lives. They will learn the difference between prescription and non-

prescription drugs and how to use these drugs safely with adult supervision. An overview of caffeine is provided. Finally, they will explore some risks of drug use.

Students are introduced to the concept of gambling and how it involves aspects of risk and uncertain outcomes. Students are encouraged to compare gambling with other activities that promote enjoyment and healthy lifestyle choices. They examine the decision-making process and how their own and others' decisions are interrelated. Students then focus on how gambling can affect individuals and relationships and conclude with a project designed to demonstrate respect.

Grade 5

At this grade level students begin with an exploration of reasons for drug use. It is followed by an in-depth look at smoking. Topics include the effects and consequences of smoking, and smoking as a dependency. Students conclude with a look at advertising and its uses.

Students examine how people and events influence decisions and attitudes and focus on the concepts of competition and cooperation to look at reasons people gamble. They examine the effects and impact of gambling and gain an increased understanding of relationships and the positive and negative effects of actions on self and others. Students examine the advertising used to promote gambling and how it can affect them.

Sense and Nonsense
Resource Evaluation Form

Now that you have had a chance to review and use Sense and Nonsense, AADAC would like to hear from you. You, the resource user, are the key to the success of this program. Your suggestions and comments will be taken into consideration during future revision and development of the resource.

Send to:
AADAC
Provincial Resource Services
200, 10909 Jasper Avenue
Edmonton AB T5J 3M9

Option
Fax to: (403) 422-5237

1. How did you first learn about this resource?
- ☐ school library
- ☐ a professional association
- ☐ Alberta Education
- ☐ public media
- ☐ another teacher
- ☐ AADAC consultant
- ☐ other (please specify)

_____

2. How did you get a copy to use?

_____

_____

_____

3. How well does the resource ...
... meet curriculum requirements?
☐ not at all ☐ reasonably well ☐ very well
...provide adequate support to fulfill the stated teaching objectives?
☐ not at all ☐ reasonably well ☐ very well
...provide age-appropriate, addictions-related content?
☐ not at all ☐ reasonably well ☐ very well

4. How useful did you find ...
...the background information
☐ very useful ☐ somewhat useful ☐ not useful
...the philosophy and content ideas
☐ very useful ☐ somewhat useful ☐ not useful
...the participant activities
☐ very useful ☐ somewhat useful ☐ not useful
...the parent-assisted activities
☐ very useful ☐ somewhat useful ☐ not useful

5. Did you find the resource (check as many as apply):
- ☐ easy to use
- ☐ relevant to your students
- ☐ worthwhile and useful
- ☐ well-balanced
- ☐ good enough to recommend to others

Comments

_____

_____

_____

6. Specify changes that you feel would improve the resource. If possible, indicate page numbers and the changes you would like to see. (If more space is needed, please use an additional page.)

_____

_____

_____

7. Are there other alcohol/drug/gambling-related issues for which you feel a resource kit would be helpful?

_____

_____

_____

Grade 6 Resource

About This Resource

This teaching resource is intended to increase and encourage student awareness and understanding of issues around alcohol and drug use/abuse as well as lifestyle choices associated with gambling.

This teaching resource addresses selected objectives in Alberta Education's Program of Studies for Health, Grade 6. It includes teaching suggestions and student and teacher resources that provide information about alcohol and drug use/abuse and gambling.

The content in this resource is organized in the following way:

Part I: Alcohol and Drug Abuse

- Section 6.1: Alcohol in Our Society: A Perspective
- Section 6.2: Alcohol Effects
- Section 6.3: Alcohol Use Versus Alcohol Abuse
- Section 6.4: Alcohol Dependence

Part II: Gambling and Lifestyle Choices

- Section 6.1: Gambling in Our Society: A Perspective
- Section 6.2: Effects of Gambling
- Section 6.3: Gambling: Use Versus Abuse
- Section 6.4: Gambling Dependence

Part III: Brain Ticklers

- Games and Puzzles that Reinforce the Vocabulary Associated with Alcohol and Drug Use as Well as Gambling

Each section contains the following:

- An overview of teaching and learning suggestions
- Menu of activities
- Health objectives and learner expectations
- Time and material requirements

- Teaching and learning suggestions
- Additional content for teachers

  Note: Some sections contain additional information which provides you with a useful perspective on the content. These sections are intended for teachers only; they provide background information to enhance your understanding and comfort level in answering questions.

- Teaching aids, such as handouts and transparencies.

  Additional sources of information and a glossary of terms are located at the end of the resource.

  The activities can be followed in the suggested sequence; however, it is recommended that you make choices about the activities in ways that best meet the needs of your individual students. The activities in this resource can provide a complete unit for teachers to follow. Activities can also be integrated into existing units, or used to supplement your lesson plans.

AADAC
Sense and Nonsense
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How to Help

Checklist and Planning Guide

Part I: Alcohol and Drug Abuse

Section 6.1: Alcohol in Our Society: A Perspective

Overview

Activity 6.1.1: Alcohol: How Do You See It?
Students review some of the prevailing attitudes towards alcohol use.

Activity 6.1.2: Why Do People Use Alcohol?
Students look at reasons why people use alcohol, identify some of the risks involved with alcohol use, and determine how alcohol use may be related to personal goals.

Activity 6.1.3: Why Do Students Use Alcohol?
Students explore the reasons for students using alcohol.

Activity 6.1.4: My Recreational Resources
Students explore recreation options to alcohol use.

Activity 6.1.5: Looking at Alcohol Advertisements
Students examine the strategies that advertisers use to promote the purchase and consumption of alcoholic beverages.

Additional Content for Teachers

Student Resources

Section 6.2: Alcohol Effects

Overview

Activity 6.2.1: Alcohol Information
Students learn how alcohol affects the various organs in the body and how alcohol can affect the way the body operates.

Additional Content for Teachers

Student Resources

Section 6.3: Alcohol Use Versus Alcohol Abuse

Overview

Activity 6.3.1: When Does Alcohol Use Become Alcohol Abuse?
Students identify the factors that determine alcohol abuse and examine situations where alcohol causes problems for the drinker as well as the people around the drinker.

Activity 6.3.2: Alcohol Use Versus Alcohol Abuse
With the help of their parents, or guardians, students investigate situations where alcohol is used responsibly.

Student Resources and Transparency

Section 6.4: Alcohol Dependence

Overview

Activity 6.4.1: Defining Alcohol Dependence
Students investigate various patterns of alcohol use.

Activity 6.4.2: What Happens? Can It Happen to Me?
Students identify some of the factors that may increase a person's likelihood of becoming alcohol dependent.

Activity 6.4.3: Review — Alcohol
This activity reinforces the ideas and information presented in this section.

Activity 6.4.4: Video Option — Children of Alcoholics
Students examine some of the problems and situations that children, from homes where alcohol dependence is a problem, often encounter.

Student Resources and Transparencies

Part II: Gambling and Lifestyle Choices

Section 6.1: Gambling in Our Society: A Perspective

Overview

Activity 6.1.1: Personal and Financial Resources

Student Resources and Transparencies

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Overview

Activity 6.2.1: Looking at Points of View

Activity 6.2.2: Gambling and Points of View

Additional Content for Teachers

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Activity 6.3.1: Understanding Ourselves and Others

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Additional Content for Teachers

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Activity 6.4.1: Solving Problems

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Student Resources and Transparencies

Part III: Brain Ticklers

Brain Tickler 6.1: Picturary

Brain Tickler 6.2: Word Scramble

Additional References and Resources

Glossary of Terms

Teaching with the Sense and Nonsense Resources

An incredible number of words have been used to describe information that implies choices. These words reflect a variety of connotations that range from half-truths to pure nonsense. One of the critical life skills that students must develop is an ability to sort out what they can believe and what they should simply toss into a large garbage can in the back of their minds.

The ability to distinguish sense from nonsense is particularly important when it comes to assessing information that affects lifestyle and health. In the areas of drug information, children and young adults are constantly bombarded, either directly or indirectly, by opinions and sales pitches on drugs. This also holds true for the proliferation of advertisements, and both implicit and explicit messages about the rewards of licensed gambling. Among the most prolific advertisers are those who promote beverage alcohol and non-prescription medications. In addition, some of the strongest opinions and sales pitches for alcohol, cigarettes, caffeine, pharmaceuticals, illegal drugs, and gambling come from the child's friends and family. These opinions are often expressed at a time when children are beginning to form their own personal views on these topics — a time when they are particularly susceptible to influence.

The addition of a component on gambling resulted from what was learned about adolescent gambling and informal wagering. There is a significant amount of gambling taking place among adolescents, much of it informal wagering, which these adolescents do not view as gambling. Prevention efforts are important in making young people aware that some activities can be considered gambling, and helping them to see that there are potential risks related to these types of lifestyle choices. Although gambling is not explicitly part of the Alberta Education Health curriculum, the activities provided in the gambling component fit into areas that deal with lifestyle choices.

The Sense and Nonsense resources are developed to help students critically analyze the information they receive from a variety of sources. This resource will help grade 6 students to distinguish sense from nonsense when it comes to information and messages about alcohol, drugs, gambling and lifestyle choices.

The Sense and Nonsense resources target this group for several reasons. Children in this age group are curious observers of drug use. They either observe it directly or are exposed through the media. They are also affected by messages that influence choices they make about activities, and are starting to make decisions about what they value. Developmentally these children are entering into a key transitional stage. Increasingly they are making their own choices and strengthening bonds with peers. Attachment to the family changes as the child begins to explore the world outside the family, increasingly striving for independence. In addition, the transition in adolescence to junior high school is especially important in preventing alcohol and drug abuse, as it is an age and time associated with the onset of drinking and drug use.

This is where Sense and Nonsense fits in. It is a series of prevention resources for grades 4 to 6 designed to strengthen students' ability to make informed decisions and reduce their vulnerability when faced with choices about alcohol and drug use and gambling activities.

Why is prevention critical for children at this age? Most children are not yet engaged in this behavior, yet are exposed to others who are. This exposure can come through television, older children, siblings, parents, or other adults with whom they are in contact. It therefore is a topic of heightened interest and relevance to them. Their stance on issues relating to alcohol and drug use and gambling is likely to change as they move from concrete to more abstract thought. They start to learn that decisions are no longer black and white but involve different factors and points of view.

Students need practice in sorting through the information they are exposed to as well as their thoughts, feelings, and experiences. They need to develop problem-solving and decision-making skills that help them to deal with the increasingly complex situations in which they may find themselves.

Most children begin to experiment around the ages of 12 to 13. Research has shown that the longer they delay experimentation with various substances and activities, the lower the risk of developing problems. Intervention through education and information before substance use or gambling start is a critical prevention factor.

Prevention is all about trying to reduce the risks and enhance protection against problems. Children who have had a chance to develop strong interpersonal and decision-making skills, who have been given accurate and meaningful information, and who have had a chance to grapple with their own beliefs, values and experiences in a supportive environment are much better equipped to avoid serious problems in the future.

Your ability to provide the kind of open and supportive environment needed for a frank discussion of these issues can immensely influence the lives of children. One of the most powerful predictors of resiliency in children and future well-being in adulthood is the establishment of a close bond with at least one other human being, usually an adult, who can provide caring and support. We call these people "key influencers." They include parents, extended family members, a best friend, family friends, parents of friends, coaches and teachers. Key influencers are important because they strengthen protective factors by increasing knowledge, motivation, desire and skills of young people.

You, in combination with this resource, can make a big difference in the future of the young people in your classroom.

The materials in this teacher resource have been developed by AADAC, the Alberta Alcohol and Drug Abuse Commission. The information and concepts in this package lay the groundwork for further exploration using resources developed by AADAC for junior and senior high school students.

Sense and Nonsense: Fit with the Grade 6 and the Alberta Education Health Curriculum

Sense and Nonsense is directly related to the content areas in Alberta Education's Elementary Health Curriculum. This resource meets the instructional objectives outlined below:

Part I: Alcohol and Drug Abuse

Section 6.1 Alcohol in Our Society: A Perspective

HEALTH OBJECTIVE CORRELATION

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Prescription and Non-prescription Drugs: learns the importance of taking drugs only as prescribed under responsible supervision
- Harmful Effects of Drugs: determines what alternatives are available to drug use
- Harmful Effects of Drugs: examines why students start using drugs such as alcohol, nicotine, and caffeine

CONTENT FOCUS

- Students review some of the prevailing attitudes towards alcohol use.
- Students look at reasons why people use alcohol, identify some of the risks involved with alcohol use, and determine how alcohol use may be related to personal goals.
- Students explore the reasons for students using alcohol.
- Students explore recreation options to alcohol use.
- Students examine the strategies that advertisers use to promote the purchase and consumption of alcoholic beverages.

Section 6.2 Alcohol Effects

HEALTH OBJECTIVE CORRELATION

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse

CONTENT FOCUS

- Students learn how alcohol affects the various organs in the body and how alcohol can affect the way the body operates.

Section 6.3 Alcohol Use Versus Alcohol Abuse

HEALTH OBJECTIVE CORRELATION

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse

CONTENT FOCUS

- Students identify the factors that determine alcohol abuse and examine situations where alcohol causes problems for the drinker as well as the people around the drinker.
- with the help of their parents, or guardians, students investigate situations where alcohol is used responsibly.

Section 6.4 Alcohol Dependence

HEALTH OBJECTIVE CORRELATION

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse

F. Protecting People's Health

- Social Costs: learns the social costs of diseases associated with smoking, alcohol, and drug use and abuse

CONTENT FOCUS

- Students investigate various patterns of alcohol use.
- Students identify some of the factors that may increase a person's likelihood of becoming alcohol dependent.
- Students examine some of the problems and situations that children, from homes where alcohol dependence is a problem, often encounter.

Part II: Gambling and Lifestyle Choices

Section 6.1 Gambling in Our Society: A Perspective

HEALTH OBJECTIVE CORRELATION

Theme 1: Self-awareness and Acceptance
D. Responsibility to the World

- Personal Accountability: accepts responsibility for managing personal and financial resources

CONTENT FOCUS

- Students look at how they manage the resources they have available to them, by discussing chores, jobs, allowances and choices they make about spending money.
- Students are provided with an overview of gambling in our society; and how gambling always has a cost associated with it. They can also be asked to look at mathematical odds associated with gambling.

Section 6.2 Effects of Gambling

HEALTH OBJECTIVE CORRELATION

Theme 1: Self-awareness and Acceptance
D. Responsibility to the World

- Personal Accountability: learns the meaning of personal and social conscience

CONTENT FOCUS

- Students discuss how personal and social conscience can relate to decision-making and values.
- Students discuss situations that involve conflicting points of view: for example, events like bingos that raise money for sports activities and the effect of these events on people who are problem gamblers.
- Students examine the effects of harmful involvement in gambling on family members and friends.

Section 6.3 Gambling: Use Versus Abuse

HEALTH OBJECTIVE CORRELATION

Theme 3: Life Careers
A. Self-understanding

- Personal interests and abilities: develops a greater awareness of oneself as an individual, and how one relates to others in society

CONTENT FOCUS

- Students generate a profile of themselves that focuses on their interests, abilities and strengths, and ties into activities that they would like to be involved in.
- Students are asked to discuss how they see themselves, and how they think others see them in relation to the types of activities they like to be involved in.
- Students discuss the difference between use and abuse as it relates to gambling.

Section 6.4 Gambling Dependence

HEALTH OBJECTIVE CORRELATION

Theme 1: Self-awareness and Acceptance
D. Responsibility to the World

- Problem-solving: learns problem-solving and decision-making skills

CONTENT FOCUS

- Students are provided with a problem-solving model and asked to apply it to a situation.
- The concept of dependence is discussed with students.
- Students develop an action plan for making healthy choices that relate to gambling.

Adult Involvement

Some activities in this teaching resource are designed for students to do with parents, guardians or other adults. You should consider that not all students will feel comfortable completing this work with parents as the topics could be of a sensitive nature within the family and that not all parents would be willing to assist the children. Whenever assigning an activity that asks students to involve their parents, provide them with an alternative. Let them know that they have the choice of completing such activities with another adult such as a grandparent, aunt or uncle, adult friend, or a member of the school staff. Make sure that students understand whether you are asking them to involve other children from their peer group, older students or adults in the activity.

The purpose of these adult-assisted activities is to involve parents, guardians or other adults in the children's learning experiences and to reinforce the attitudes that their children are forming toward alcohol and drug use and lifestyle choices and gambling. Adult-assisted activities include a suggested note to the parent/guardian/other adult that describes the details, content and purpose of the activity.

For your convenience a letter of permission has been designed to distribute to the child's parent/guardian prior to presenting each part of Sense and Nonsense. It gives a brief overview of the learning objectives and content that students will be dealing with in the alcohol and drug use and gambling components of this unit.

Dear _____

As part of the health curriculum I will be presenting a unit on drug awareness. As you are aware, young people have many choices and decisions to make that will have a lasting impact on their lives. The choices they make will be influenced by family members, peers, the media and the information they have available to them. One of the decisions your child will someday have to make will be about drug use.

In the upcoming weeks the focus of our health classes will be drugs. Drugs are substances, other then food, which are taken to change the way the body or the mind functions. The focus will be on legal commonly used drugs such as pharmaceuticals, tobacco products, caffeine, and alcohol.

The content of the grade six unit consists of:
Alcohol in Our Society: A Perspective
Alcohol Effects
Alcohol Use Versus Alcohol Abuse
Alcohol Dependence

As a result of completing this unit your child will learn some facts about drugs and explore some of the consequences of drug use.

I understand that you and your family have personal views about this topic and respect this. I am presenting this unit so that your child will be able to make the best informed decisions for herself/himself.

I welcome your feedback. Please call me at _____.

Sincerely,

Dear _____

As part of the health curriculum, I will be presenting a unit on lifestyle choices and gambling. As you are aware, young people have many choices and decisions to make that will have a lasting impact on their lives. The choices they will make will be influenced by family members, peers, the media and the information they have available to them. Some of these decisions may involve activities associated with gambling.

In the next few weeks, we will be focusing on gambling and lifestyle choices. Gambling is the act of risking money or something else of value on an event or activity of uncertain outcome. We will be asking students to think about what gambling is, how it can have both positive and negative effects, and when it can become a problem.

The content of the grade six unit consists of:
Gambling in Society: A Perspective
Effects of Gambling
Gambling: Use Versus Abuse
Gambling Dependence

I understand that you and your family have personal views about this topic and respect this. I am presenting this unit so that your child will be able to make the best informed decisions for her/himself.

I welcome your feedback. Please call me at _____.

Sincerely,

Before You Start

The subject matter in this teaching resource may be sensitive for some of your students and their parents or guardians. It is important for you to remain open-minded and non-judgmental. Remember that different attitudes and values may relate to religious, cultural or ethnic backgrounds and/or to particular family experiences.

In your classroom, there may be some students who have a greater risk of having to cope with dependency. These students may be experiencing problems related to alcohol use, drug use or gambling in their homes; other students may already be involved in these behaviors. In the course of presenting these materials students may feel encouraged to come forward and ask for help.

The following section, Tips for Teachers, provides some information that may be helpful if such occasions should arise. If you would like further information on these topics, or any other aspect of this resource manual, contact your local AADAC office, listed under Alberta Alcohol and Drug Abuse Commission in the telephone directory. If phoning long distance an AADAC office can be contacted by dialing the RITE line number which is listed in your telephone directory under Government of Alberta.

Tips for Teachers on Dependent Behaviors

When teaching or working with pre-teens, you sometimes become aware of the problems that affect their lives. These can range from abuse issues to the dog eating the homework the night before. It is important to realize that each child has issues and concerns that are important to him/her. Points that come up in class or small group discussions must be respected for their importance and relevance to each individual child. It is important to give students opportunities to talk about those issues and concerns they feel comfortable sharing with the teacher and/or others in the classroom. Students should be encouraged to maintain an open and accepting attitude towards each other.

As a result of using this resource with students, some sensitive situations may arise relating to harmful and/or dependent behaviors. For example, children may ask for help, or say things that suggest harmful use and/or dependency of either a personal or familial nature. The following sections provide some background information that may help you be more comfortable and constructive in your responses to these situations.

Early Drug Users

Drugs are any substance, other than food, which is taken to change the way the body or the mind functions. Factors such as peer pressure and curiosity can occasionally prompt pre-teens to experiment with alcohol or cigarettes or, less frequently, with medications, solvents or illegal drugs. While even one incident may pose a risk, any ongoing pattern, such as the development of a regular pattern of drug use, warrants concern. Cigarettes are clearly addictive, and early frequent use often leads to years of harmful use and/or dependence. Repeated non-medical use of any other type of drug, including alcohol, by this age group suggests a need for intervention.

Children Living with Dependency

One of the problems sometimes affecting young people is drug abuse within the family. Whenever a family member

abuses drugs, whether it be a parent, child or extended family member, there is an impact on the whole family. For students that could mean having to take care of one's own basic needs, not being able to invite friends home, having one's sleep disrupted in the middle of the night, and living in a household of inconsistency and chaos.

In any classroom, or similar-sized group, you can expect that about 5 out of 30 students are being affected by a harmful involvement and/or dependency. When people continue using a drug because they experience discomfort or distress when use is discontinued, or severely reduced, they can be said to be drug dependent. A dependency to drugs can be either physical or psychological in nature. Psychological dependence results when people hold a belief that their thoughts, emotions and activities would be less satisfying or even impossible without alcohol or the drug. Physical dependence occurs when a drug user's body becomes so used to alcohol or a particular drug that it can function normally only when the alcohol or drug is present. In the absence of the alcohol or drug, the user will experience withdrawal. Symptoms range from loss of appetite, nausea, anxiety, confusion and sweating; to more severe symptoms such as convulsions and hallucinations.

Living in a home with a dependent person is stressful and can lead to major traumas as well as a variety of emotional and behavioral problems. The influence of dependency is so far-reaching that it may be carried into the classroom and you may not know it.

Gambling Dependence

A recent focus of harmful involvement and dependent behavior is gambling. Gambling is the act of risking money, property or something else of value on an event or activity of uncertain outcome. Like all other dependent behaviors the effects of gambling are far-reaching in the family.

Dependency in a family is often kept secret from other people. Even within the family, the dependency may not be confronted openly. Many conflicting emotions and feelings are often associated with dependency, and the need to protect the family from the consequences of disclosure make it extremely hard for young people to discuss their experiences with others. Should a child share information of this nature with you it is important to realize that the child is probably taking a very large risk.

How to Help

The following suggestions may help you deal with your students concerns about their drug or gambling practices and those of their family members:

- If a student begins to relate a personal or family experience in the classroom, which could indicate a problem behavior or dependency, be prepared to bring the conversation back to a more general context. Follow up with the student at a later time on a one-to-one basis.
- Show the student that you are willing to listen. Find a private space free of distractions. This will let the child know that she/he is important enough to have your undivided attention.
- Try to be open-minded and non-judgmental about what he or she is saying.
- Motivate the student to accept help. The student needs to hear statements such as:

  "I will help you."
  "I will help you get help."
  "I recognize that you're concerned."
  "I believe you."
  "You cannot solve your parent's problems, that is not your job."
  "Thank you for telling me. I know it must be very hard for you."
- Whenever possible, accompany the child to further assistance.
- Know your limitations. Get an assessment of the problem from a skilled professional. It is not your responsibility to assess and treat dependence-related problems, but you can support these students by referring them to other professionals.
- Make yourself available to the student. Let him/her know you are there to listen and help, even if he/she is getting help from someone else.
- By showing the student that you are concerned you are letting him/her know that he/she is important. Knowing that someone cares is very important to these children. Remember that an adult role model who believes that the child can succeed can help him/her be more resilient. Having

a caring, supportive person is a factor which helps prevent children from experimenting, and later developing dependencies themselves.

- Maintain the student's confidentiality. If during the process of your conversation you begin to think that you need to inform other professionals, inform the student of that possibility. Say something like: "I may need to get someone's help with this, like the school counsellor. What do you think about that?" Debrief any concerns that the student may have. Assure the student that you will try to maintain confidentiality and will only share information if you feel that you need help to respond or if the student is in a situation of possible harm.
- Remember possible resources, such as:

  School counsellors and psychologists

  AADAC offices

Sense and Nonsense Checklist and Planning Guide

This checklist and guide is provided for teachers and class observers to help in analysis of the lesson(s). A record of impressions and ideas for improvements will help you adapt the materials to suit your personal teaching style.

1. Complete the information for as many activities as you feel are necessary.

   Section _____

   Activity _____

A. Getting the message across

Students:

- ☐ Received accurate information relating to why people are attracted to drugs (tobacco, alcohol, etc.) and what risks are involved. The simplistic "drugs are bad" point-of-view was avoided.
- ☐ Received a realistic perspective that they will be able to apply when they are older. As a result, alcohol and drug use may be seen in a more responsible manner in the future.
- ☐ Were comfortable discussing these topics in the classroom.

Comments

_____

_____

_____

Changes to make it work better:

_____

_____

_____

B. Check the process

- ☐ activity(ies) engaging
- ☐ time allotments appropriate
- ☐ students given opportunity to express opinions
- ☐ review needed
- ☐ supplementary materials needed
- ☐ possibilities for integration with other subjects

Comments

_____

_____

_____

Changes to make it work better:

_____

_____

_____

C. Sort it out — useful or not

... background information
☐ very useful ☐ somewhat useful ☐ not useful

... student worksheets
☐ very useful ☐ somewhat useful ☐ not useful

... overhead transparencies
☐ very useful ☐ somewhat useful ☐ not useful

... parent-assisted activities
☐ very useful ☐ somewhat useful ☐ not useful

Comments

_____

_____

_____

Changes to make it work better:

_____

_____

_____

Lesson Plans

Note to Teachers

Many students will have questions as a result of these activities. Consider having students record their questions on a piece of paper and place them in a "Do You Know?" or "What About?" box or similar container. This can be kept in a low traffic area of the classroom so that the students can discreetly leave their questions. Use the questions to help you plan activities and guide the content of your lessons.

You may also wish to consider having students start a "Learning Log" to track their work and responses to activities in this unit. The learning log can contain worksheets, assignments, written responses to discussion questions and visual information. A "Journal" can be a separate notebook that is used to record feelings and emotional responses to the topics and content discussed. Teachers should ensure that students know their journals will be kept private, and try to establish a safe atmosphere for students to write and share their personal perspectives.

If journals or learning logs have been initiated with students, they should be continued. Teachers can choose to have students use these on a regular basis, and should continue to respond to students.

"Group Folders" can be used as a method of having students maintain a file of their group activities. These folders can contain work in progress, group evaluation/assessment activities, group processing activities and feedback. It is important, as with the journal, to respond to group responses on a regular basis.

Some of the activities used in this section may be sensitive for some students. It is extremely important to be aware of your students' reaction to some of the activities. If it appears that a student is uncomfortable sharing information with the class or as an individual response, use your discretion in continuing with the activity.

Part I: Alcohol and Drug Abuse

Section 6.1 Alcohol in Our Society: A Perspective

HEALTH OBJECTIVE CORRELATION

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Prescription and Non-prescription Drugs: learns the importance of taking drugs only as prescribed under responsible supervision
- Harmful Effects of Drugs: determines what alternatives are available to drug use
- Harmful Effects of Drugs: examines why students start using drugs such as alcohol, nicotine and caffeine

CONTENT FOCUS

- Students review some of the prevailing attitudes towards alcohol use.
- Students look at reasons why people use alcohol, identify some of the risks involved with alcohol use, and determine how alcohol use may be related to personal goals.
- Students explore the reasons for students using alcohol.
- Students explore recreation options to alcohol use.
- Students examine the strategies that advertisers use to promote the purchase and consumption of alcoholic beverages.

Section 6.1 Alcohol in Our Society: A Perspective

Overview

From infancy onward, children struggle to show the world that they are grown up and can do things for themselves. Drinking, or other drug use, is one of the many ways young people may choose to make a statement about how they are moving toward adulthood. Students must recognize that their decisions on alcohol use are an integral part of the larger task of growing up and fitting in. In this section, students are asked to examine what is meant by responsible drug use, their goals and activities, and what the effects of alcohol use are.

In our society, many children will have observed alcohol use around them from an early age. Even in families or subcultures where alcohol is strictly forbidden, children will see alcohol used through the media or will hear about it from their friends.

By the time they are 12, children are very curious about alcohol. They have received some information, and they have begun to form certain attitudes toward alcohol use. They may have even experimented with alcohol. This section examines some common attitudes towards alcohol and suggests reasons people may use drugs generally, and alcohol specifically.

Children must be able to understand and critically think about what they see and hear about alcohol. The information presented will help to dispel some of the common misunderstandings about alcohol use and abuse.

A Perspective

It is easy to give young children a negative view of alcohol. Because children have a tendency to see the world in "black and white," they easily accept the view that alcohol is bad. It is easy for children to associate alcohol with accidents, crime, or family breakdown. However, as children move into a developmental stage where friends become important, they are more influenced by peer behavior. They are more attracted to adult types of behavior. Peers, who they like and respect, may consume alcohol. They become more aware that adults around them drink alcohol. It is important to realize that children at the grade 6 level may be starting to develop changing perceptions of alcohol use. Therefore, it is important to use teaching activities that will establish a view

of alcohol that recognizes responsible and irresponsible behaviors.

Despite the fact that underage drinking is illegal, children live in a world where there are strong arguments and influences for the acceptance and use of alcohol. Therefore, the main concepts they need to learn are accepting responsibility; distinguishing use from abuse; and making informed and careful decisions.

Countering Prejudice

Children may be aware of certain racial stereotypes or unfounded prejudices that relate to alcohol use. Be alert to the possibility of attitudes towards individuals and/or groups emerging during discussions, and be ready to counter misconceptions with rational thought and accurate information. Encourage students to become aware that generalizations can lead to prejudice and often reflect inaccurate or exaggerated information.

Activity 6.1.1: Alcohol: How Do You See It?

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Prescription and Non-prescription Drugs: learns the importance of taking drugs only as prescribed under responsible supervision
- Harmful Effects of Drugs: examines why students start using drugs such as alcohol, nicotine and caffeine

Students will:

- list some common social attitudes toward alcohol; and
- define the difference between alcohol use and alcohol abuse.

Time: 45 minutes

Materials

Class set of Student Resource 6-1

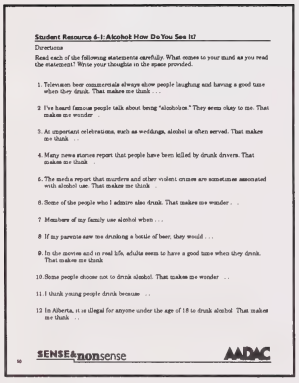
Teaching and Learning Suggestions

Group Webbing, 15 minutes

- Have students work in groups of 4 or 5. Ask them to survey each other on their knowledge of rules for responsible drug use. Ask them to create a group web using the words "Responsible drug use" in the middle of the page. Have them add circles for when, where, how, and why we take drugs. Ask each group to trade their webs with another group and compare the rules they generated.
- Ask students whether they consider alcohol to be a drug. Ask students to work with their groups to list events or occasions when people might use alcohol. Note that alcohol is a commonly-used drug in our society.

Think-Pair-Square, 20 minutes

- Provide each student with **Student Resource 6-1: Alcohol: How Do You See It?** Do one or two statements as an example, then allow 10 minutes for students to work with a partner from their group to complete the worksheet. Ask students to share some of their thoughts about each



Student Resource 6-1: Alcohol How Do You See It?

Directions

Read each of the following statements carefully. What comes to your mind as you read the statement? Write your thoughts in the space provided.

1. Television beer commercials always show people laughing and having a good time when they drink. That makes me think . . .
2. I've heard famous people talk about being "alcoholics." They seem okay to me. That makes me wonder . . .
3. At important celebrations, such as weddings, alcohol is often served. That makes me think . . .
4. Many news stories report that people have been killed by drunk drivers. That makes me think . . .
6. The media report that murders and other violent crimes are sometimes associated with alcohol use. That makes me think . . .
8. Some of the people who I admire also drink. That makes me wonder . . .
7. Members of my family use alcohol when . . .
8. If my parents saw me drinking a bottle of beer, they would . . .
9. In the movies and in real life, adults seem to have a good time when they drink. That makes me think . . .
10. Some people choose not to drink alcohol. That makes me wonder . . .
11. I think young people drink because . . .
12. In Alberta, it is illegal for anyone under the age of 18 to drink alcohol. That makes me think . . .

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statement with the other group members. Select some statements to discuss as a class.

- Review some of the more prevalent attitudes toward alcohol use.

  Approximately 80% of adult Canadians drink alcoholic beverages to some extent. For the majority of Canadians responsible drinking is the norm. (Source: *ABC's of Social Drinking).* Typically, they state that when alcohol is used in moderate amounts, the effects are pleasant and relaxing. A moderate amount is an amount that is not too much, or taken too frequently. They feel that alcohol taken at parties, social gatherings or celebrations helps them to enjoy themselves.

  Some people will abuse alcohol. A small portion of drinkers frequently abuse alcohol. Because they drink too much they can cause problems in many areas of their life. If alcohol use interferes with a person's life, for example: social, work, health, or finances, there is a problem with alcohol use. People who abuse alcohol are called alcohol dependent or alcoholic.

  Some people in our society do not use alcohol. They have many and various reasons for not drinking. Some have just decided not to; others are discouraged from drinking by their culture or religion, and some people get sick when they drink.

- Discuss the following types of drug abuse with students:

  Too Much: taking too much of the drug at one time, or taking small doses too frequently.

  Too Long: taking a drug regularly for a long period of time, long after it is needed.

  Wrong Use: when a drug is taken for the wrong reason or taken without following instructions.

  Wrong Combination: when a drug is taken in combination (either knowingly or unknowingly) with certain other drugs.

  Wrong Drug: a few drugs have no legitimate uses and are extremely dangerous; i.e., PCP (angel dust). With these drugs, there is no difference between use and abuse. To use them is to abuse them.

Journal, 10 minutes

- Tell students that alcohol is a widely used drug in our society. There are socially acceptable ways to use alcohol, and then there are ways of using alcohol that can be harmful to the drinker or other people. Harm includes injury, damage, or hurt both physical or emotional. Alcohol use becomes alcohol abuse when an individual's use of a substance results in continued negative consequences. These consequences can be of a physical, psychological or social nature.
- Have students reflect on the word "responsibility" in their journals. Ask students to consider some of their own responsibilities at home and at school. Have them compare their own understanding of the word "responsibility" to the responsible use of drugs such as alcohol.

Note to Teachers

Many students have questions about alcohol. If they appear reluctant to discuss their concerns in class, you may wish to have them write their questions on a piece of paper and hand them in. Use the "Do You Know?" box or similar container, in a low traffic area of the classroom. This way, students can discretely leave their questions. Use the questions to guide the content of your lessons.

Activity 6.1.2: Why Do People Use Alcohol?

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: examines why students start using drugs such as alcohol, nicotine and caffeine

Students will:

- list several reasons why people use alcohol; and
- examine how alcohol use can affect the achievement of personal goals.

Time: 70 minutes

Materials

Class set of Student Resources 6-2 and 6-3

Teaching and Learning Suggestions

Class Discussion, 10 minutes

- Ask students to review reasons people use drugs.

  People use drugs:

  to change the way the body or the mind functions;

  to help them create a personal image of themselves;

  out of curiosity;

  because of emotional problems such as anger, stress, anxiety, boredom or depression;

  because of social pressures;

  because of group pressures.

- Ask the students how alcohol fits into this concept.

  Alcohol changes the way a person's body or mind functions. Alcohol produces a variety of feelings, e.g., exhilaration, relaxation, sleepiness, drunkenness.

  Like cigarettes, drinking alcohol is another way of trying to show people that you are mature or grownup. Drinking certain types of alcohol, like champagne, is a way of advertising personal wealth or success. People can use

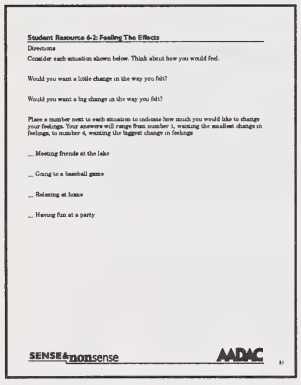
alcohol to show that they have achieved a personal goal, or interact with people in a particular way.

- Present the following information to the class:

  There are many reasons why people might want to use alcohol to change the way they feel. People may have different reasons for drinking on different occasions.

  Their reasons can be thought of as ranging from wanting a little change in the way they feel, to wanting a big change in the way they feel. Frequently people will recognize an event such as a wedding with a drink, or toast, and the alcohol has a small effect on changing their mood. On the other hand, people have consumed alcohol to change moods they want to escape. To do this, they will probably have to drink more than one drink. The result is that drinking reactions can range from mild intoxication to strong intoxication.

Group Consensus, 15 minutes



Student Resource 6-2: Feeling The Effects

Directions

Consider each situation shown below. Think about how you would feel.

Would you want a little change in the way you felt?

Would you want a big change in the way you felt?

Place a number next to each situation to indicate how much you would like to change your feelings. Your answers will range from number 1, wanting the smallest change in feelings, to number 4, wanting the biggest change in feelings

__ Meeting friends at the lake

__ Going to a baseball game

__ Relaxing at home

__ Having fun at a party

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- Distribute **Student Resource 6-2: Feeling The Effects**. Have students work in groups of 4 or 5 to identify situations that represent wanting a little change in the way you feel (mild intoxication), and those that represent wanting a big change in the way you feel (strong intoxication). Have the students work first individually, then as a group to arrange the four situations in order, from number 1, wanting the smallest change in feelings, to number 4, wanting the biggest change in feelings. Tell students that they should work together to agree on the order. They will need to discuss their reasons with each other in order to come to a consensus, or agreement, on their group response. On the back of the worksheet, have the group write their reasons for the order they selected.
- Have the students form groups of four. Ask them to exchange their "answers" and compare their decisions. Be aware that there is no correct order. Different people will have different ideas about each of these situations.
- As a class, try to identify which situation might represent the greatest risk to the drinker or other people. What kinds of risks do they see?

Journal, 10 minutes

- Put the following questions on the board for students to write about in their journals:

  What sorts of things make you feel good about yourself?

  What kinds of things make you feel good about life?

Goal Setting, 25 minutes

- Ask the students to share some of their thoughts. On the chalkboard, categorize their responses according to the following goals:

  Things that produce good feelings about yourself come from:

  acting grownup and doing things for yourself — Goal: to be more adult.

  having friends and being a friendly, likable person — Goal: to be friendly.

  fitting in — Goal: to feel comfortable with other people.

- Explain that these are personal goals that people work on all their lives. Often we do and say many things to show ourselves, and the people around us, that we are achieving these goals. Some of the things we do are evidence that we are reaching our goals. Other things are only shallow efforts, that is, they do not really indicate that we are achieving these goals.

Student Resource 6-3: Reaching Our Goals

Directions

For each activity listed under the goal, decide whether or not the activity indicates evidence of reaching that goal, or only a shallow attempt.

If the activity is evidence, check the box in Column B. If it is only a shallow attempt, check the box in Column A.

Activity	A Only a shallow attempt	B Evidence of reaching a goal
Goal: to be friendly		
buy a person things		
be fun and interesting		
easy to get along with		
drink alcohol		
always agree with a person		
stick up for each other		
Goal: to fit in		
wear the "in" clothes		
care about the group members		
brag about things		
drink alcohol		
learn a sport with the others		
be interested in the things the group does		
Goal: to be adult		
smoke cigarettes		
handle money wisely		
swear		
drink alcohol		
wear makeup		
grow a mustache		
be able to work with people		
talk to adults with confidence		

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- Distribute **Student Resource 6-3: Reaching Our Goals** and review the instructions for completing the activity. For each activity listed under the goal, decide whether or not the activity indicates evidence of reaching that goal, or only a shallow attempt. If the activity is evidence, check the box in Column B. If it is only a shallow attempt, check the box in Column A.

- Briefly discuss the choices the class made. Note that there are no absolute right or wrong selections. Point out, however, that:

  personal goals are achieved only through personal growth and the development of personal skills and abilities;

  the use of alcohol does not indicate the achievement of personal goals.

  For example, if you always use alcohol at a party so that you can be more outgoing and talk to people, you may not learn

to develop the skills that will allow you to mix socially. You are missing the chance to practice being yourself and to gain the confidence that comes with experience. In this case, the use of alcohol will actually slow down your ability to become socially competent.

Note to Teachers

There are no absolute right or wrong selections for this exercise. Students' selections will reflect their maturity and personal opinions. The objective is to get students to think about how their actions promote or hinder their personal growth.

Journal, 10 minutes

- Have the students look at the items that they matched with "evidence." Ask them to think of other things that they might do to reach these goals. Then ask students to record some of their personal goals. These can be short-term goals (over the next few weeks or months) or long-term (over the next few years, or sometime in the future). Have students consider what they would consider to be "evidence" that they reach these goals.

Activity 6.1.3: Why Do Students Use Alcohol?

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: examines why students start using drugs such as alcohol, nicotine, and caffeine

Students will:

- state several reasons why students would use alcohol.

Time: 20 minutes

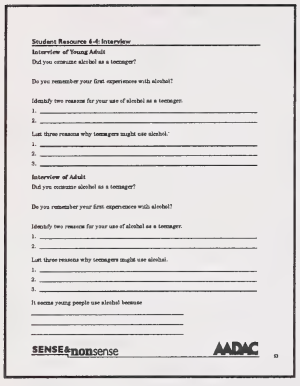
Materials

Class set of Student Resource 6-4

Teaching and Learning Suggestions

Decision-making, 10 minutes

- Have students think of times when they have had to make decisions regarding the use of drugs (medicine). Have them write an example of a situation in their notebook. Students may be encouraged to think of instances such as when they had a cold, a headache, etc. Ask students to consider the questions they had to ask themselves before they made a decision about taking the drug. For example, students may be encouraged to think of questions such as "How do I feel"; "How do I want to feel"; "How would this drug change the way I feel"; "What are the effects of this drug"; "What are the reasons for taking this drug." Students may be asked to review the decision-making process at this time (See Gambling and Lifestyle Section, page 84).
- Tell students that people their age can sometimes be faced with making a decision about using alcohol. Ask students to record some thoughts about why some young people may make the decision to consume alcohol. Students may write down reasons such as curiosity, rebellion, advertisements, peer pressure, wanting to be adult, socializing or coping with emotions such as stress, anger, anxiety and boredom.



Student Resource 6-4: Interview

Interview of Young Adult

Did you consume alcohol as a teenager?

Do you remember your first experiences with alcohol?

Identify two reasons for your use of alcohol as a teenager.

1. _____
2. _____

List three reasons why teenagers might use alcohol.

1. _____
2. _____
3. _____

Interview of Adult

Did you consume alcohol as a teenager?

Do you remember your first experiences with alcohol?

Identify two reasons for your use of alcohol as a teenager.

1. _____
2. _____

List three reasons why teenagers might use alcohol.

1. _____
2. _____
3. _____

It seems young people use alcohol because

_____

_____

_____

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Interviews, 10 minutes (and additional time outside of class time)

- Explain to students that over the next few days they will be asked to interview two people to develop an understanding of what might attract young people to alcohol. They are to interview one older adolescent or young adult (older sibling, cousin), and one adult (parent, aunt, uncle) to get two perspectives. Provide each student with a copy of **Student Resource 6-4: Interview**. After completing the interviews students summarize their findings by answering the question "It seems young people use alcohol because . . . " They can add their personal thoughts to the summary.
- Have students work in groups of 3 or 4 to compile their interview results. Ask students to decide on a format in which to present their findings. Their format can be a short report or a chart. Have each group present their findings to another group in the classroom and compare results. Discuss the findings with the class.
- Remind the students that there are a variety of reasons for young people deciding to use alcohol and other drugs and the interviews they completed will help the class to understand why young people might use drugs.

Interview format:

Did you consume alcohol as a teenager?

Do you remember your first experiences with alcohol?

Identify two reasons for your use of alcohol as a teenager.

1. _____

2. _____

List three reasons why teenagers might use alcohol.

1. _____

2. _____

3. _____

It seems young people use alcohol because

_____

_____

_____

Activity 6.1.4: My Recreational Resources

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: determines what alternatives are available to drug use

Students will:

- identify their recreational interests; and
- understand the importance of recreation in their lives.

Time: 30 minutes

Materials

Large sheets of paper
Colored markers
Tape
Class set of Student Resource 6-5

Teaching and Learning Suggestions

Group Brainstorming Carousel, 20 minutes

- Have students work in groups of 5 or 6. Provide each group with a sheet of chart paper and colored markers. Have each group use their own color marker. Ask students to write the letters of the alphabet down one side of the chart paper.
- Inform the students that one of the reasons people use drugs, including alcohol, is to change the way their body or mind functions. As a result, people sometimes use drugs and alcohol for the purposes of recreation and leisure. Recreation is an important part of our lives, so, it is important to know what recreational options are available to us. If we are aware of our recreational/leisure options we can rely on these activities rather than resort to alcohol use.
- Give each group a few minutes to brainstorm a leisure activity for each letter of the alphabet. The activities may be ones that the students participate in, or activities that they are aware of. Then ask groups to leave their chart paper at their desks and move to the next group's chart, taking their markers with them. Have each group add activities to each

letter, and repeat the rotation until all groups have visited everyone else's charts.

- When the groups have completed their brainstorming, have them return to their original charts and, as a group, discuss the diversity of activities that people enjoy or identify with leisure. Ask students to share their own experiences with some of these activities with other group members.

Journal, 10 minutes

Student Resource 6-5: Looking at Alternatives

In my free-time I like to

An activity that I once tried, and really enjoyed, was

I would like to try

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- Provide each student with **Student Resource 6-5: Looking at Alternatives**. Have students complete the statements in their journals.

  My Alternatives to Alcohol:

  In my free-time I like to _____

  An activity that I once tried, and really enjoyed, was _____

  I would like to try _____

Activity 6.1.5: Looking at Alcohol Advertisements

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: examines why students start using drugs such as alcohol, nicotine and caffeine

Students will:

- identify some of the strategies advertisers use to promote the use of alcohol.

Time: 30 minutes

Materials

Class set of Student Resource 6-6
A collection of advertisements for various types of alcohol

Teaching and Learning Suggestions

Analyzing Advertisements, 15 minutes

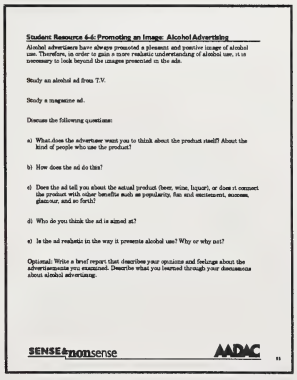
- Ask students to share any recollections they have of advertisements for alcohol. Ask students to think of the impressions they get from these advertisements. Tell the class that advertisers promote a pleasant and positive image of alcohol use. Therefore, in order to gain a more realistic understanding of alcohol use, it is necessary to look beyond the images presented in the ads.

- Have students work in groups of 4 or 5. Distribute an alcohol advertisement to each group. Have each group use **Student Resource 6-6: Promoting an Image: Alcohol Advertising** to analyze the advertisement by answering the following questions:

  a) What does the advertiser want you to think about the product itself? About the kind of people who use the product?

  b) How does the ad do this?

  c) Does the ad tell you about the actual product (beer, wine, liquor), or does it connect the product with other benefits such as popularity, fun and excitement, success, glamour, and so forth?



Student Resource 6-6: Promoting an Image: Alcohol Advertising

Alcohol advertisers have always promoted a pleasant and positive image of alcohol use. Therefore, in order to gain a more realistic understanding of alcohol use, it is necessary to look beyond the images presented in the ads.

Study an alcohol ad from T.V.

Study a magazine ad.

Discuss the following questions:

a) What does the advertiser want you to think about the product itself? About the kind of people who use the product?

b) How does the ad do this?

c) Does the ad tell you about the actual product (beer, wine, liquor), or does it connect the product with other benefits such as popularity, fun and excitement, success, glamour, and so forth?

d) Who do you think the ad is aimed at?

e) Is the ad realistic in the way it presents alcohol use? Why or why not?

Optional: Write a brief report that describes your opinions and feelings about the advertisements you examined. Describe what you learned through your discussions about alcohol advertising.

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d) Who do you think the ad is aimed at?

e) Is the ad realistic in the way it presents alcohol use? Why or why not?

- After the groups have completed the handout have each group display their ad to the class and present their findings. Remind students that advertisements are created for the purpose of selling a product. There are other sides to alcohol use which advertisers do not display.

Creating An Advertisement, 15 minutes

- Ask each group to create a modified version of their advertisement by communicating some of the risks of alcohol consumption. Students can be asked to trace parts of the advertisement they analyzed and make some of their own changes, or draw a new advertisement on their own.

Additional Content for Teachers

Facts on Alcohol

What's the big deal? Everybody drinks.

Actually, that's not true. Approximately one in four Canadians chooses not to drink alcohol. The majority who do use alcohol do so moderately. A small portion of the population drinks heavily on a regular basis.

It's important to remember that alcohol is a drug — one which depresses the central nervous system, slowing down messages to and from the brain. Alcohol not only affects your reactions or coordination, it also affects your mind.

What's the difference between hard liquor, beer and wine?

Beer, spirits (hard liquor) such as whiskey, rum, gin, vodka, liqueurs, and both sweet and dry wine all contain beverage (ethyl) alcohol in varying amounts.

Canadian beer contains about 5% alcohol; wine between 8% and 19%; and distilled spirits a much higher concentration, usually about 40% alcohol. One regular beer contains the same amount of alcohol as 4-5 ounces of wine, or a 1.5-ounce shot of hard liquor. Each is considered one standard drink.

I don't drink that much. How do I know if I have a problem?

Anyone who drinks may develop problems with alcohol, but the development of such problems depends on many things: personality, upbringing, experience and genetic makeup.

An alcohol problem could be the result of drinking too much on a single occasion, or it could be related to a drinking pattern. Alcohol and other drug problems exist when an individual's use of a substance results in continued negative consequences, e.g., physical, psychological or social. You may have a problem with alcohol use if your drinking hurts you financially, if it gets you into legal trouble (e.g., an impaired driving conviction), or if you suffer emotionally, that is, feel guilty, anxious, or depressed about your drinking.

If drinking is your major way of coping with stress or if you cannot control the amount you drink, you are at high risk of developing an alcohol problem.

I'm pregnant. Can I still have a drink?

It's not a good idea. The alcohol you drink can affect your baby, causing minor to severe alcohol-related birth defects.

Heavy drinking during pregnancy increases the risk of Alcohol Related Birth Defects (ARBD). This is a complex medical syndrome that has life-long effects. Individuals diagnosed with ARBD suffer from head and facial malformations, brain damage, and have slowed physical growth.

Although the risk increases with the amount of alcohol consumed, there is no "safe" amount. The safest thing to do is avoid drinking during pregnancy altogether.

It is also a good idea when you are pregnant to check with your doctor before taking any drugs, even over-the-counter medications.

Why does alcohol affect people in different ways?

It's a fact that two people can drink the same amount and not be equally intoxicated. A number of factors can make a difference. To begin with, regular drinking increases your tolerance: you need more alcohol to get the same effect. The effects also vary with age, how you feel, gender, weight, stomach contents, speed of drinking, place, company, time, and the type of alcohol consumed. Older people metabolize or break down alcohol at a slower rate. Therefore, they feel the effects longer. Generally speaking, women have a higher ratio of body fat to water than men. Alcohol does not dissolve in fat the way it does in water. With less water in their body in which to dilute alcohol, women tend to feel the effects of alcohol sooner than men.

Food slows the absorption of alcohol into the bloodstream.

Drinking quickly results in a higher blood alcohol concentration (BAC) and increased effects.

Your weight and the amount of body fat make a difference. How drunk you become depends on the percentage of alcohol in your bloodstream which in turn depends on the amount of blood in your body. For example, a smaller person becomes more intoxicated than a larger person drinking the same amount because the concentration of alcohol in the blood is greater in the small person.

How can having just a few drinks be dangerous?

"Just a few" may make you feel less inhibited and more willing to take greater risks than usual.

Drinking and driving any motor vehicle increases your chances of having an accident, even if you are not legally impaired. When you drink you are less alert and less physically coordinated, and your judgment is affected.

What about heavy drinking? What effects does it have?

Drinking too much alcohol in a very short time can result in alcohol poisoning, which can be fatal. Drinking heavily over a long period of time can have serious and even life-threatening consequences. Brain damage, ulcers, liver disease, malnutrition, heart damage, and various cancers are more common among heavy drinkers.

How do I know when someone has had too much to drink?

Intoxication is measured by the percentage of alcohol in your blood and is referred to as blood alcohol concentration or BAC. In Alberta, a person whose BAC is .08 or higher is legally impaired.

Your liver breaks down alcohol at a fixed rate. For an average adult, it can handle less than a standard drink per hour. If an 80 kg. man drank two bottles of beer in an hour, his liver would deal with most of the alcohol from one beer, but the rest would stay in his blood, thereby impairing his functioning.

Generally, one drink in an hour can cause a person to appear flushed and feel happy and relaxed. Inhibitions may disappear, and the heart rate increases. Three drinks in an hour and the person may feel giddy and less coordinated, and may have poor judgment. At this point, even though the person's BAC may be below the legal level of impairment, driving becomes increasingly dangerous.

After consuming eight to ten drinks in an hour, many people will experience double vision, loss of balance, coordination is seriously impaired and there could be mood swings.

Twenty drinks could result in the heart and respiratory system being unable to function. This could mean coma or death.

Source: *Alcohol Do You Know Enough About It?*, Alberta Alcohol and Drug Abuse Commission.

Drinking coffee, taking a cold shower or going for a walk will not affect the level of alcohol in your bloodstream. Your liver simply needs the time to do its work. There are no quick cures for intoxication. Strong, black coffee turns a drunk into a wide-awake drunk. It will not sober a person up. Only time does that.

What is a hangover?

A hangover is a common term for the unpleasant after-effects of too much alcohol. It usually occurs after sleep and the symptoms may include headache, upset stomach, fatigue, poor coordination, heartburn, and general aches and pains.

What are the differences between use, abuse, and dependence on alcohol?

Alcohol is one of the most widely-used drugs in Canada. People drink for many reasons — to add pleasure to social occasions, to relax or refresh themselves. Alcohol is also used in religious or festive celebrations.

Some people drink to relieve stress or feel less awkward in social situations. Some young people drink because they wish to appear sophisticated, they feel peer pressure, or they are curious about alcohol.

Most people remain social or occasional drinkers — those who drink moderately. Abuse is use that causes problems with your physical or mental health, family, friendships, work, driving or the law. You can abuse alcohol by drinking too much on one occasion or over a long period of time, or by combining it with other drugs.

People who consistently drink a great deal are likely to become dependent on alcohol. Their bodies become used to having alcohol in their systems. If they stop drinking, they experience withdrawal symptoms: these may include loss of appetite, sleeplessness, anxiety, nausea, irritability and confusion. Severe cases can include convulsions and hallucinations. Controlled withdrawal under medical supervision can reduce the likelihood of these effects.

What happens when you mix alcohol with other drugs?

Many drugs become dangerous when mixed with other drugs. People may intentionally mix drugs to try and reduce unwanted side effects or to increase desired results. People

may sometimes unknowingly mix drugs. Taking alcohol, which depresses the central nervous system, along with other depressants increases the effects of both drugs. Mixing alcohol with other drugs, either prescription or over-the-counter medicines, can produce unpredictable results. Some combinations which are particularly dangerous include alcohol with ASA products; with antihistamines such as cold, cough or allergy remedies; with marijuana, painkillers, tranquilizers, and sleeping pills.

Check the labels on all pharmaceutical products for specific warning labels. For more information on alcohol, contact AADAC. The number is listed in your local telephone directory, under Alberta Alcohol and Drug Abuse Commission.

Source: *ABC's of Alcohol*, Alberta Alcohol and Drug Abuse Commission.

Student Resource 6-1: Alcohol: How Do You See It?

Directions

Read each of the following statements carefully. What comes to your mind as you read the statement? Write your thoughts in the space provided.

1. Television beer commercials always show people laughing and having a good time when they drink. That makes me think . . .

2. I've heard famous people talk about being "alcoholics." They seem okay to me. That makes me wonder . . .

3. At important celebrations, such as weddings, alcohol is often served. That makes me think . . .

4. Many news stories report that people have been killed by drunk drivers. That makes me think . . .

5. The media report that murders and other violent crimes are sometimes associated with alcohol use. That makes me think . . .

6. Some of the people who I admire also drink. That makes me wonder . . .

7. Members of my family use alcohol when . . .

8. If my parents saw me drinking a bottle of beer, they would . . .

9. In the movies and in real life, adults seem to have a good time when they drink. That makes me think . . .

10. Some people choose not to drink alcohol. That makes me wonder . . .

11. I think young people drink because . . .

12. In Alberta, it is illegal for anyone under the age of 18 to drink alcohol. That makes me think . . .

Student Resource 6-2: Feeling The Effects

Directions

Consider each situation shown below. Think about how you would feel.

Would you want a little change in the way you felt?

Would you want a big change in the way you felt?

Place a number next to each situation to indicate how much you would like to change your feelings. Your answers will range from number 1, wanting the smallest change in feelings, to number 4, wanting the biggest change in feelings.

__ Meeting friends at the lake

__ Going to a baseball game

__ Relaxing at home

__ Having fun at a party

Student Resource 6-3: Reaching Our Goals

Directions

For each activity listed under the goal, decide whether or not the activity indicates evidence of reaching that goal, or only a shallow attempt.

If the activity is evidence, check the box in Column B. If it is only a shallow attempt, check the box in Column A.

Activity	A Only a shallow attempt	B Evidence of reaching a goal
Goal: to be friendly		
buy a person things		
be fun and interesting		
easy to get along with		
drink alcohol		
always agree with a person		
stick up for each other		
Goal: to fit in		
wear the "in" clothes		
care about the group members		
brag about things		
drink alcohol		
learn a sport with the others		
be interested in the things the group does		
Goal: to be adult		
smoke cigarettes		
handle money wisely		
swear		
drink alcohol		
wear makeup		
grow a mustache		
be able to work with people		
talk to adults with confidence		

Student Resource 6-4: Interview

Interview of Young Adult

Did you consume alcohol as a teenager?

Do you remember your first experiences with alcohol?

Identify two reasons for your use of alcohol as a teenager.

1. _____
2. _____

List three reasons why teenagers might use alcohol.

1. _____
2. _____
3. _____

Interview of Adult

Did you consume alcohol as a teenager?

Do you remember your first experiences with alcohol?

Identify two reasons for your use of alcohol as a teenager.

1. _____
2. _____

List three reasons why teenagers might use alcohol.

1. _____
2. _____
3. _____

It seems young people use alcohol because

_____

_____

_____

Student Resource 6-5: Looking at Alternatives

In my free-time I like to

An activity that I once tried, and really enjoyed, was

I would like to try

Student Resource 6-6: Promoting an Image: Alcohol Advertising

Alcohol advertisers have always promoted a pleasant and positive image of alcohol use. Therefore, in order to gain a more realistic understanding of alcohol use, it is necessary to look beyond the images presented in the ads.

Study an alcohol ad from T.V.

Study a magazine ad.

Discuss the following questions:

a) What does the advertiser want you to think about the product itself? About the kind of people who use the product?

b) How does the ad do this?

c) Does the ad tell you about the actual product (beer, wine, liquor), or does it connect the product with other benefits such as popularity, fun and excitement, success, glamour, and so forth?

d) Who do you think the ad is aimed at?

e) Is the ad realistic in the way it presents alcohol use? Why or why not?

Optional: Write a brief report that describes your opinions and feelings about the advertisements you examined. Describe what you learned through your discussions about alcohol advertising.

Section 6.2 Alcohol Effects

HEALTH OBJECTIVE CORRELATION

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse
- Harmful Effects of Drugs: recognizes the effects of lifestyle choices on the development of diseases and general health

CONTENT FOCUS

- Students learn how alcohol affects the various organs in the body and how alcohol can affect the way the body operates.

Section 6.2 Alcohol Effects

Overview

In our society, most children will have observed alcohol use around them from an early age. Even in families or sub-cultures where alcohol is strictly forbidden, children will see the use of alcohol through the media or will hear about it from their friends.

Children are very curious about alcohol. They see people using alcohol, they have received some information, and they have begun to form certain attitudes toward alcohol use. They may have even experimented with alcohol.

Children must be able to understand what they see and hear about alcohol. The information presented in this section will help to dispel some of the common misunderstandings about alcohol use and abuse.

Activity 6.2.1: Alcohol Information

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse
- Harmful Effects of Drugs: recognizes the effects of lifestyle choices on the development of diseases and general health

Students will:

- explain how alcohol affects the way the body operates.

Time: 45 minutes

Materials

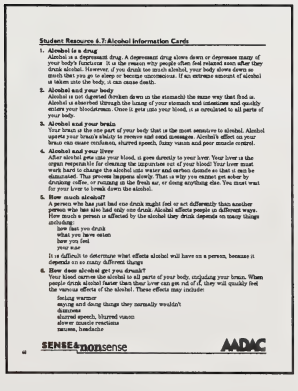
Class set of Student Resource 6-7
Poster paper, colored markers
Additional cards that contain answers to student hand-in questions

Teaching and Learning Suggestions

Class Brainstorming, 5 minutes

- Have students work in groups of 5 or 6. Place the question "How does alcohol affect the way our bodies operate?" on the chalkboard. Have students brainstorm some responses with their groups. Ask a group recorder to come up to the board and record some of their answers.

Group Illustrations, 30 minutes


Student Resource 6-7: Alcohol Information Cards

1. Alcohol is a drug
Alcohol is a depressant drug. A depressant drug slows down or depresses many of your body's functions. It is the reason why people often feel relaxed soon after they drink alcohol. However, if you drink too much alcohol, your body slows down so much that you go to sleep or become unconscious. If an extreme amount of alcohol is taken into the body, it can cause death.

2. Alcohol and your body
Alcohol is not digested (broken down in the stomach) the same way that food is. Alcohol is absorbed through the lining of your stomach and intestines and quickly enters your bloodstream. Once it gets into your blood, it is circulated to all parts of your body.

3. Alcohol and your brain
Your brain is the one part of your body that is the most sensitive to alcohol. Alcohol upsets your brain's ability to receive and send messages. Alcohol's effect on your brain can cause poor judgment, blurred speech, fuzzy vision and poor muscle control.

4. Alcohol and your liver
After alcohol goes into your blood, it goes directly to your liver. Your liver is the organ responsible for cleaning the impurities out of your blood. Your liver must work hard to change the alcohol into water and carbon dioxide so that it can be eliminated. This process happens slowly. That is why you cannot get sober by drinking coffee, or running in the fresh air, or doing anything else. You must wait for your liver to break down the alcohol.

5. How much alcohol?
A person who has just had one drink might feel or act differently than another person who has also had only one drink. Alcohol affects people in different ways. How much a person is affected by the alcohol they drink depends on many things including:
how fast you drink
what you have eaten
how you feel
your size
It is difficult to determine what effects alcohol will have on a person, because it depends on so many different things.

6. How does alcohol get you drunk?
Your blood carries the alcohol to all parts of your body, including your brain. When people drink alcohol faster than their liver can get rid of it, they will quickly feel the various effects of the alcohol. These effects may include:
feeling warmer
saying and doing things they normally wouldn't
dizziness
slurred speech, blurred vision
slower muscle reactions
nausea, headache

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- Provide each group with a copy of a card prepared from **Student Resource 6-7: Alcohol Information Cards**. Read the information on each card to the class. Clarify any difficult words. After reading each card, ask the students if they have any questions about the contents.

  Note: If students have handed in questions that have not been covered by previous activities, you may want to include these questions and answers to them on your own "cards."

- Have the groups work together to design various pictures that illustrate the information on the card. Have the groups

display their illustrations on a large sheet of poster paper, with their information card. As an alternative, put the cards up on the wall in front of the class, or at stations around the room. Have the students illustrate all or some of the cards, or have them design posters. Conclude the activity by asking the students to share their pictures with each other.

Journal, 10 minutes

- Have students reflect on how learning about the effects of alcohol on the body makes them feel about the use of alcohol.

Additional Content for Teachers

Information on Alcohol

Alcohol was part of the society of ancient cultures. From early times to the present, alcohol has been widely used. Ethyl or "beverage" alcohol has an established history and a widely accepted pattern of use in many cultures and societies.

Alcohol is a depressant drug that slows down the function of the central nervous system (CNS). The CNS includes the brain and the nerve pathways that control muscle action.

Alcohol comes in three basic forms: beer, wine, and distilled spirits or "hard liquor." There are roughly equal amounts of pure alcohol in one bottle of beer (12 oz.), one shot of liquor (1 1/2 oz.), or one glass of table wine (5 oz.).

Alcohol in the body

When you have a drink, the alcohol is absorbed, distributed through the body, and gradually eliminated.

As alcohol reaches the stomach, much of it is rapidly absorbed into the bloodstream. However, if there is food in the stomach, the rate of absorption is slowed down. Alcohol which is not absorbed in the stomach is passed into the small intestine, where it is rapidly absorbed into the bloodstream.

Once in the bloodstream, alcohol travels to all parts of the body. Brain tissues absorb alcohol more rapidly than muscles or fat tissues. Within 30 seconds of alcohol entering the bloodstream, reasoning and muscle control centers are affected. Extreme amounts of alcohol can cause the respiratory and circulatory centers of the brain to cease functioning and the body dies.

The liver breaks down (metabolizes) alcohol at a slow and constant rate. Because the liver works steadily, at a fixed rate, there are no quick sobering-up techniques. About 95% to 98% of the alcohol is eliminated by the liver. The remaining 2% to 5% escapes unchanged, through sweat, urine, and the breath. The amount of alcohol found in the breath and the blood forms the basis of breathalyzer tests.

Student Resource 6.7: Alcohol Information Cards

1. **Alcohol is a drug**
   Alcohol is a depressant drug. A depressant drug slows down or depresses many of your body's functions. It is the reason why people often feel relaxed soon after they drink alcohol. However, if you drink too much alcohol, your body slows down so much that you go to sleep or become unconscious. If an extreme amount of alcohol is taken into the body, it can cause death.

2. **Alcohol and your body**
   Alcohol is not digested (broken down in the stomach) the same way that food is. Alcohol is absorbed through the lining of your stomach and intestines and quickly enters your bloodstream. Once it gets into your blood, it is circulated to all parts of your body.

3. **Alcohol and your brain**
   Your brain is the one part of your body that is the most sensitive to alcohol. Alcohol upsets your brain's ability to receive and send messages. Alcohol's effect on your brain can cause confusion, slurred speech, fuzzy vision and poor muscle control.

4. **Alcohol and your liver**
   After alcohol gets into your blood, it goes directly to your liver. Your liver is the organ responsible for cleaning the impurities out of your blood! Your liver must work hard to change the alcohol into water and carbon dioxide so that it can be eliminated. This process happens slowly. That is why you cannot get sober by drinking coffee, or running in the fresh air, or doing anything else. You must wait for your liver to break down the alcohol.

5. **How much alcohol?**
   A person who has just had one drink might feel or act differently than another person who has also had only one drink. Alcohol affects people in different ways. How much a person is affected by the alcohol they drink depends on many things including:
   - how fast you drink
   - what you have eaten
   - how you feel
   - your size

   It is difficult to determine what effects alcohol will have on a person, because it depends on so many different things.

6. **How does alcohol get you drunk?**
   Your blood carries the alcohol to all parts of your body, including your brain. When people drink alcohol faster than their liver can get rid of it, they will quickly feel the various effects of the alcohol. These effects may include:
   - feeling warmer
   - saying and doing things they normally wouldn't
   - dizziness
   - slurred speech, blurred vision
   - slower muscle reactions
   - nausea, headache

Section 6.3 Alcohol Use Versus Alcohol Abuse

HEALTH OBJECTIVE CORRELATION

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse

CONTENT FOCUS

- Students identify the factors that determine alcohol abuse and examine situations where alcohol causes problems for the drinker as well as the people around the drinker.
- with the help of their parents, or guardians, students investigate situations where alcohol is used responsibly.

Section 6.3 Alcohol Use Versus Alcohol Abuse

Overview

This section examines some risks of alcohol use. It is designed to help students begin to understand the difference between alcohol use and alcohol abuse. Key factors include the reasons why alcohol is used, the amount of alcohol that is used, and the situations in which alcohol is used.

Underage alcohol use cannot be condoned, regardless of the situation. However, when situations that involve the use of alcohol arise, students will be able to make decisions based on a better understanding of the possible outcomes.

Activity 6.3.1: When Does Alcohol Use Become Alcohol Abuse?

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse

Students will:

- recognize that the reasons for drinking and the amount of alcohol consumed may contribute to alcohol abuse.

Time: 40 minutes

Materials

Class set of Student Resource 6-8
Transparency 6-1
Overhead projector

Teaching and Learning Suggestions

Partner Definitions, 10 minutes

- Have students work with a partner to define the word "abuse." Have students share some of their definitions with the class. According to the dictionary, abuse is to use wrongly or to make bad use of. For instance, drinking so much alcohol that it makes you sick is a form of alcohol abuse. Discuss **Transparency 6-1: Factors That Determine Alcohol Abuse** with students, and present the following information:

  Simply drinking alcohol will not necessarily lead to alcohol abuse.

  The factors that determine whether or not a person is abusing alcohol include:

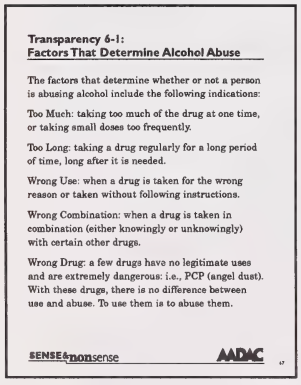
  too much

  too long

  wrong use

  wrong combination

  wrong drug


Transparency 6-1:
Factors That Determine Alcohol Abuse

The factors that determine whether or not a person is abusing alcohol include the following indications:

Too Much: taking too much of the drug at one time, or taking small doses too frequently.

Too Long: taking a drug regularly for a long period of time, long after it is needed.

Wrong Use: when a drug is taken for the wrong reason or taken without following instructions.

Wrong Combination: when a drug is taken in combination (either knowingly or unknowingly) with certain other drugs.

Wrong Drug: a few drugs have no legitimate uses and are extremely dangerous: i.e., PCP (angel dust). With these drugs, there is no difference between use and abuse. To use them is to abuse them.

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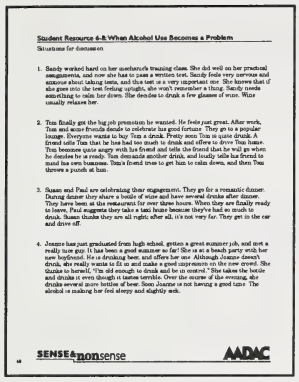

Student Resource 6-8: When Alcohol Use Becomes a Problem

Situations for discussion

1. Sandy worked hard on her mechanics training class. She did well on her practical assignments, and now she has to pass a written test. Sandy feels very nervous and anxious about taking tests, and this test is a very important one. She knows that if she goes into the test feeling uptight, she won't remember a thing. Sandy needs something to calm her down. She decides to drink a few glasses of wine. Wine usually relaxes her.

2. Tom finally got the big job promotion he wanted. He feels just great. After work, Tom and some friends decide to celebrate his good fortune. They go to a popular lounge. Everyone wants to buy Tom a drink. Every time Tom is ready to leave, someone else wants to buy him a drink. Finally, Tom has had too much to drink and offers to drive Dan home. Tom becomes quite angry with his friend and tells the friend that he will go when he decides he is ready. Tom demands another drink, and loudly tells his friend to mind his own business. Dan's friend tries to get him to calm down, and then Tom throws a punch at him.

3. Susan and Paul are celebrating their engagement. They go for a romantic dinner. During dinner they share a bottle of wine and have several drinks after dinner. They have been at the restaurant for over three hours. When they are finally ready to leave, Paul suggests they take a taxi home because they've had so much to drink. Susan thinks they are all right; after all, it's not very far. They get in the car and drive off.

4. Joanne has just graduated from high school, gotten a great summer job, and met a really nice guy. It has been a good summer so far! She is at a beach party with her new boyfriend. He is drinking beer, and offers her one. Although Joanne doesn't drink, she really wants to fit in and make a good impression on the new crowd. She thinks to herself, "I'm old enough to drink and be in control." She takes the bottle and drinks it even though it tastes terrible. Over the course of the evening, she drinks several more bottles of beer. Soon Joanne is not having a good time. The alcohol is making her feel sleepy and slightly sick.

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Alcohol abuse occurs when the use of alcohol causes a problem. The problem can be physical, mental, social or economic in nature.

Structured Group Discussion, 20 minutes

- Have partners pair up to make groups of 4 or 5. Provide each group with copies of **Student Resource 6-8: When Alcohol Use Becomes a Problem**. You may wish to choose the scenarios that you feel would be of most interest to your students or write scenarios that more closely reflects their concerns. Assign one scenario for each group to study. Have the students read the scenario aloud and have them discuss and record how alcohol is being used in each situation. Assign roles within each group such as reader, recorder, checker (checks for group consensus on responses), and reporter.
- To help the groups with their discussions, write the following questions on the board and ask them to consider these questions during their discussion.

  Why is the person using alcohol?

  Does alcohol do what the person wants it to do?

  Is this way of using alcohol helpful or not helpful to the person?

  How does the use of alcohol affect the other people around the person?

  Is this way of using alcohol a proper or an improper use?

  Instead of using alcohol, what could the person do to get what they want?

- Have the group reporter read their situation and share their responses with the rest of the class.

Journal, 10 minutes

- After the reports have been heard, ask the students to write down their personal thoughts about the things they have been talking about. Then have the students choose some of their thoughts from their journal to write down on a separate piece of paper and hand them in, without putting their names on the paper. Collect them and read several to the class, or use them to introduce the next activity.

Activity 6.3.2: Alcohol Use Versus Alcohol Abuse

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse

Students will:

- identify situations where alcohol can cause problems for those who drink or for those who are around the drinker.

Time: 35 minutes

Materials

Class set of Student Resource 6-9
Class set of helper letter
Chart paper

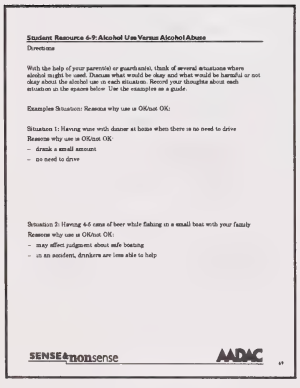
Teaching and Learning Suggestions

Class Discussion, 5 minutes

- Review the comments submitted by the students in the previous activity. Select several that relate to situations on appropriate or inappropriate ways of using alcohol. Read these comments to the class. Tell the students that they will have the chance to discuss these issues with their parents or another significant adult.

Parent Survey, 10 minutes (and additional time outside of class time)

- Provide students with **Student Resource 6-9: Alcohol Use Versus Alcohol Abuse**, along with the attached Note to the Helper (parents). If possible an adult, such as their parents, guardians, or a relative, should help students complete the activity. State that by working through this exercise with an adult, they will get a better understanding of when and how alcohol abuse can occur.
- Explain that with the help of an adult, students will describe situations where alcohol might be used, and discuss what would be okay and what would be harmful or not okay in


Student Resource 6-9: Alcohol Use Versus Alcohol Abuse

Directions

With the help of your parent(s) or guardian(s), think of several situations where alcohol might be used. Discuss what would be okay and what would be harmful or not okay about the alcohol use in each situation. Record your thoughts about each situation in the spaces below. Use the examples as a guide.

Examples Situation: Reasons why use is OK/not OK:

Situation 1: Having wine with dinner at home when there is no need to drive
Reasons why use is OK/not OK:
– drink a small amount
– no need to drive

Situation 2: Having 4-6 cans of beer while fishing in a small boat with your family
Reasons why use is OK/not OK:
– may affect judgment about safe boating
– in an accident, drinkers are less able to help

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each situation. Have them make notes in the spaces provided, about when and why each situation is either an OK use or not an OK use, that is, an abuse of alcohol.

Class Chart, 20 minutes

- Collect the handouts that are returned and have students work in groups of 4 to 5 to compile responses into a group chart. Post the charts around the classroom and discuss results with students.

Note to Teachers

Some students may have parents with drinking problems or they may live in a home where religion or culture may discourage alcohol use. In these cases, some students may be justifiably reluctant to discuss this topic with their parents. When presenting the assignment give these students an alternative by saying, "If you would like to complete this activity with your parent that would be great or if you would prefer to complete the task with an adult relative or friend that is an option."

Students could also discuss this activity among themselves. It could be done as a class activity, in pairs, or small groups. The sheets could then be taken home and reviewed with parents or other adults.

Sample Note to Helpers

Dear Helper:

Recently our class has been studying a unit on the use of alcohol in our society, and more specifically on distinguishing between responsible alcohol use and alcohol abuse. By having children discuss situations wherein alcohol is used responsibly, and situations where alcohol use could be dangerous or harmful (either to the drinker or to others), they will gain a better understanding of when and how alcohol abuse can occur.

Please review the attached handout and help your child complete the worksheet. By doing this activity together, you will be helping your child to develop a more responsible and informed attitude toward alcohol use.

If you would like more information on this activity, please contact the undersigned.

Thank you for your cooperation.

Yours truly,

Name and telephone number

Transparency 6-1: Factors That Determine Alcohol Abuse

The factors that determine whether or not a person is abusing alcohol include the following indications:

Too Much: taking too much of the drug at one time, or taking small doses too frequently.

Too Long: taking a drug regularly for a long period of time, long after it is needed.

Wrong Use: when a drug is taken for the wrong reason or taken without following instructions.

Wrong Combination: when a drug is taken in combination (either knowingly or unknowingly) with certain other drugs.

Wrong Drug: a few drugs have no legitimate uses and are extremely dangerous: i.e., PCP (angel dust). With these drugs, there is no difference between use and abuse. To use them is to abuse them.

Student Resource 6-8: When Alcohol Use Becomes a Problem

Situations for discussion

1. Sandy worked hard on her mechanic's training class. She did well on her practical assignments, and now she has to pass a written test. Sandy feels very nervous and anxious about taking tests, and this test is a very important one. She knows that if she goes into the test feeling uptight, she won't remember a thing. Sandy needs something to calm her down. She decides to drink a few glasses of wine. Wine usually relaxes her.

2. Tom finally got the big job promotion he wanted. He feels just great. After work, Tom and some friends decide to celebrate his good fortune. They go to a popular lounge. Everyone wants to buy Tom a drink. Pretty soon Tom is quite drunk. A friend tells Tom that he has had too much to drink and offers to drive Tom home. Tom becomes quite angry with his friend and tells the friend that he will go when he decides he is ready. Tom demands another drink, and loudly tells his friend to mind his own business. Tom's friend tries to get him to calm down, and then Tom throws a punch at him.

3. Susan and Paul are celebrating their engagement. They go for a romantic dinner. During dinner they share a bottle of wine and have several drinks after dinner. They have been at the restaurant for over three hours. When they are finally ready to leave, Paul suggests they take a taxi home because they've had so much to drink. Susan thinks they are all right; after all, it's not very far. They get in the car and drive off.

4. Joanne has just graduated from high school, gotten a great summer job, and met a really nice guy. It has been a good summer so far! She is at a beach party with her new boyfriend. He is drinking beer, and offers her one. Although Joanne doesn't drink, she really wants to fit in and make a good impression on the new crowd. She thinks to herself, "I'm old enough to drink and be in control." She takes the bottle and drinks it even though it tastes terrible. Over the course of the evening, she drinks several more bottles of beer. Soon Joanne is not having a good time. The alcohol is making her feel sleepy and slightly sick.

Student Resource 6-9: Alcohol Use Versus Alcohol Abuse

Directions

With the help of your parent(s) or guardian(s), think of several situations where alcohol might be used. Discuss what would be okay and what would be harmful or not okay about the alcohol use in each situation. Record your thoughts about each situation in the spaces below. Use the examples as a guide.

Examples Situation: Reasons why use is OK/not OK:

Situation 1: Having wine with dinner at home when there is no need to drive

Reasons why use is OK/not OK:

- drank a small amount
- no need to drive

Situation 2: Having 4-5 cans of beer while fishing in a small boat with your family

Reasons why use is OK/not OK:

- may affect judgment about safe boating
- in an accident, drinkers are less able to help

Section 6.4 Alcohol Dependence

HEALTH OBJECTIVE CORRELATION

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse

F. Protecting People's Health

- Social Costs: learns the social costs of diseases associated with smoking, alcohol and drug use and abuse

CONTENT FOCUS

- Students investigate various patterns of alcohol use.
- Students identify some of the factors that may increase a person's likelihood of becoming alcohol dependent.
- Students examine some of the problems and situations that children, from homes where alcohol dependence is a problem, often encounter.

Section 6.4 Alcohol Dependence

Overview

Alcohol can produce both physical and psychological dependence. Psychological dependence results when a person holds a belief that their thoughts, emotions and activities would be less satisfying or even impossible without alcohol or the drug. Physical dependence occurs when a drug user's body becomes so used to alcohol or a particular drug that it can function normally only when the alcohol or drug is present. In the absence of the alcohol or drug, the user will experience withdrawal. Symptoms range from loss of appetite, nausea, anxiety, confusion and sweating to more severe symptoms such as convulsions and hallucinations.

Traditionally, alcohol-dependent people have been called "alcoholics," and this term is still commonly used. Although a dependence on alcohol may take many forms (e.g., ranging from occasional problems, steady use, increasing use, and loss of control over when and how much alcohol is used), this lesson presents a model of alcohol dependence that students should find easy to understand.

Activity 6.4.1: Defining Alcohol Dependence

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse

F. Protecting People's Health

- Social Costs: learns the social costs of diseases associated with smoking, alcohol, and drug use and abuse

Students will:

- recognize that the pattern of alcohol use is a major determinant of alcohol dependence.

Time: 50 minutes

Materials

Transparencies 6-2, 6-3, 6-4, and 6-5
Overhead projector

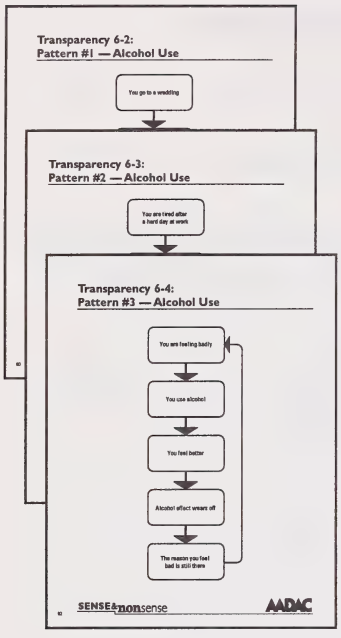
Teaching and Learning Suggestions

Think-Pair-Square, 10 minutes

- Ask the students to think about what is meant by the word "dependence." Have them share their thoughts with a partner. Then have partners combine into groups of 4 and ask them to discuss how dependence can relate to alcohol and drug use and abuse. Tell students that dependence occurs when a person continues to use a certain drug(s) because discomfort or distress is experienced when the drug(s) are discontinued or severely reduced. Some people use alcohol or drugs because they have become physically or psychologically dependent on them.

Creating Patterns, 10 minutes

- Have each group think of a situation in school which has a cause and effect relationship. Groups can be given the following example: Ali goes to the playground every day at recess. He often does not know who to play with, and often feels lonely [cause], so he ends up teasing other kids to get



them to notice him [cause]. These kids get mad at him [effect], and Ali feels bad [effect]. Explain to students that the cause and effect situation causes a pattern of behavior. Have them try to identify cause and effects of different behaviors.

Class Discussion, 20 minutes

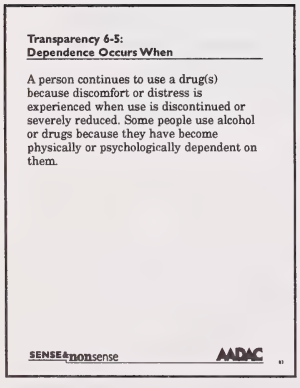
- Use **Transparencies 6-2: Pattern #1**, **6-3: Pattern #2**, and **6-4: Pattern #3** to illustrate how the pattern of alcohol use relates to dependence. Pattern #1 and pattern #2 do not usually lead to dependence. Pattern #3, however, can lead to dependence on alcohol, because alcohol is used again and again, over a period of time.
- Show Transparency 6-2 which illustrates Pattern #1 of alcohol use. Ask if this situation indicates a dependence on alcohol. Discuss why or why not.
- Show Transparency 6-3 which illustrates Pattern #2 of alcohol use. Ask if this situation indicates a dependence on alcohol. Discuss why or why not. Ask what else could you do to relax after a hard day, e.g., jogging, going for a walk, talk to a friend.
- Show Transparency 6-4 which illustrates Pattern #3 of alcohol use. Ask if this situation indicates a dependence on alcohol. Why or why not? Ask the students to describe how these patterns of alcohol use differ.

  Note that:

  Pattern #1 demonstrates occasional use of alcohol with no reason to drink repeatedly.

  Pattern #2 shows that sometimes having one drink is enough to make a person feel better. However, there are other ways to relax and feel better besides using alcohol.

  Pattern #3 indicates that the problem is not solved or managed by using alcohol. The same method (alcohol) is used to attempt to solve the problem. The cycle could be repeated over and over. This pattern may lead to alcohol dependence.


Transparency 6-5:
Dependence Occurs When
A person continues to use a drug(s) because discomfort or distress is experienced when use is discontinued or severely reduced. Some people use alcohol or drugs because they have become physically or psychologically dependent on them.
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- Discuss **Transparency 6-5: Dependence Occurs When** and summarize by stating that dependence occurs when a person continues a certain drug because discomfort or distress is experienced when use is discontinued or severely

reduced. Some people use alcohol or drugs because they have become physically or psychologically dependent on them.

Journal, 10 minutes

- Have students reflect on how people can become dependent on alcohol, and other drugs. Ask them to consider how it would feel for an individual and the people around them to be dependent on a substance.

Activity 6.4.2: What Happens? Can It Happen to Me?

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse

F. Protecting People's Health

- Social Costs: learns the social costs of diseases associated with smoking, alcohol, and drug use and abuse

Students will:

- identify the factors that may increase the likelihood of becoming alcohol dependent.

Time: 35 minutes

Materials

Class set of Student Resource 6-10

Teaching and Learning Suggestions

Paired Review, 5 minutes

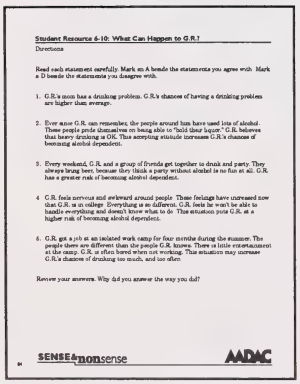
- Have students work with a partner to review the definition of drug dependence.

  Dependence: Some people use alcohol or drugs because they have become physically or psychologically dependent on them. A dependence occurs when a person continues to use a certain drug(s) because they experience discomfort or distress when use is discontinued or severely reduced.

- Ask students to think about factors that may cause some people to become dependent on a drug. Do not ask for answers at this time.

Group Consultation, 20 minutes

- Give each group member **Student Resource 6-10: What Can Happen to G.R.?** Have all group members put their pens/pencils in a cup or box in the middle of the group table. Tell each group that they cannot record their responses to the questions until they have checked to see if all group



Student Resource 6-10: What Can Happen to G.R.?

Directions

Read each statement carefully. Mark an A beside the statements you agree with. Mark a D beside the statements you disagree with.

1. G.R.'s mom has a drinking problem. G.R.'s chances of having a drinking problem are higher than average.

2. Ever since G.R. can remember, the people around him have used lots of alcohol. These people pride themselves on being able to "hold their liquor." G.R. believes that heavy drinking is OK. This accepting attitude increases G.R.'s chances of becoming alcohol dependent.

3. Every weekend, G.R. and a group of friends get together to drink and party. They always bring beer, because they think a party without alcohol is no fun at all. G.R. has a greater risk of becoming alcohol dependent.

4. G.R. feels nervous and awkward around people. These feelings have increased now that G.R. is in college. Everything is so different. G.R. feels he won't be able to handle everything and doesn't know what to do. This situation puts G.R. at a higher risk of becoming alcohol dependent.

5. G.R. got a job at an isolated work camp for four months during the summer. The people there are different than the people G.R. knows. There is little entertainment at the camp. G.R. is often bored when not working. This situation may increase G.R.'s chances of drinking too much, and too often.

Review your answers. Why did you answer the way you did?

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members understand and agree on the response. When there is agreement, then students pick up their pens/pencils and record their responses.

- Restate the question: What are some factors that can lead to alcohol dependence? State that there are some factors that can place a person at higher risk of becoming alcohol dependent.
- Read each item and ask how many students agreed or disagreed with each. After each item, state the information from the corresponding answers below.

  Question #1 — in this case, the factor is genetics. There seems to be a genetic tie with becoming dependent, that is, you can inherit a tendency to become dependent.

  Question #2 — in this case, the factor is an environment that is accepting of heavy drinking. Being around people who drink a lot helps to form an attitude toward alcohol abuse.

  Question #3 — in this case, the factor is a reliance on alcohol for recreation. When most of your ideas about fun or recreation involve alcohol, your choices are limited, and alcohol can become more and more important.

  Question #4 — in this case, the factor is a reason for feeling bad in some way. A person who is nervous around people, unsure of himself or herself, has low self-esteem, or feels incompetent, is at a higher risk of becoming alcohol dependent. He or she must learn to develop other ways of dealing with these feelings.

  Question #5 — in this case, the factor is living in an unpleasant situation. Unfortunately, using too much alcohol is a common method of coping with a bad situation.

Journal, 10 minutes

- Have students reflect on the risks of alcohol use. While there are always risks associated with alcohol use, you can reduce these risks by controlling how much you drink, how often you drink, the reasons for drinking, the combinations of drugs taken, and the situations you will drink in. Most people who drink alcohol responsibly and find alternative ways of handling situations and feelings do not become alcohol dependent.

Activity 6.4.3: Review — Alcohol

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse

F. Protecting People's Health

- Social Costs: learns the social costs of diseases associated with smoking, alcohol, and drug use and abuse

Students will:

- apply what they have learned about the use of alcohol.

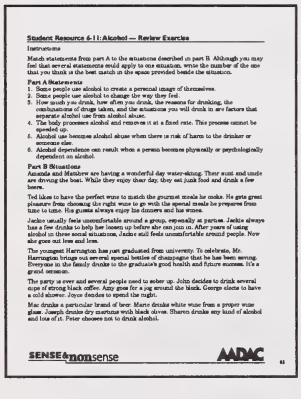
Time: 45 minutes

Materials

Class set of Student Resource 6-11

Teaching and Learning Suggestions

Group Review, 15 minutes



Student Resource 6-11: Alcohol — Review Exercise

Instructions

Match statements from part A to the situations described in part B. Although you may feel that several statements could apply to one situation, write the number of the one that you think is the best match in the space provided beside the situation.

Part A Statements

1. Some people use alcohol to create a personal image of themselves.
2. Some people use alcohol to change the way they feel.
3. How much you drink, how often you drink, the reasons for drinking, the combinations of drugs taken, and the situations you will drink in are factors that separate alcohol use from alcohol abuse.
4. The body processes alcohol and removes it at a fixed rate. This process cannot be speeded up.
5. Alcohol use becomes alcohol abuse when there is risk of harm to the drinker or someone else.
6. Alcohol dependence can result when a person becomes physically or psychologically dependent on alcohol.

Part B Situations

Amanda and Matthew are having a wonderful day water-skiing. Their aunt and uncle are driving the boat. While they enjoy their day, they eat junk food and drink a few beers.

Ted likes to have the perfect wine to match the gourmet meals he cooks. He gets great pleasure from choosing the right wine to go with the special meals he prepares from time to time. His guests always enjoy his dinners and his wines.

Jackie usually feels uncomfortable around a group, especially at parties. Jackie always has a few drinks to help her loosen up before she can join in. After years of using alcohol on these social situations, Jackie still feels uncomfortable around people. Now she goes out less and less.

The youngest Harrington has just graduated from university. To celebrate, Mr. Harrington brings out several special bottles of champagne that he has been saving. Everyone in the family drinks to the graduate's good health and future success. It's a grand occasion.

The party is over and several people need to sober up. John decides to drink several cups of strong black coffee. Amy goes for a jog around the block. George elects to have a cold shower. Joyce decides to spend the night.

Mac drinks a particular brand of beer. Marie drinks white wine from a proper wine glass. Joseph drinks dry martinis with black olives. Sharon drinks any kind of alcohol and lots of it. Peter chooses not to drink alcohol.

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- Provide each student with **Student Resource 6-11: Alcohol — Review Exercise.** Review the instructions and have students work individually to complete the exercise. Allow about five minutes.
- Once the exercise is complete, have the class form small groups of four or five students. Have them discuss the matches they made. Their task is to reach an agreement on the exercise. Allow students about 10 minutes to work. Then have each group report the sequence they have identified. Ask the groups how they arrived at their decisions.
- Conclude the activity by stating that there are no absolute correct answers to the matching problems. Ultimately, each person must decide for themselves how to act when they encounter situations that involve alcohol. Exploring how you feel about alcohol-related issues, and how you would like to act in these situations will help you make responsible decisions, when the time comes.

Media Kit, 30 minutes

- Have students work in their groups to create a media kit that informs potential advertisers such as radio and television stations, newspapers and magazines, and billboard advertisers about the use of alcohol. Ask them to consider the ideas of responsibility, use versus abuse, dependence, and decision-making when they design their product. The kit can be placed in a folder with a cover design and can include an information sheet and visuals to accompany it.

Activity 6.4.4: Video Option — Children of Alcoholics

Objectives

Theme 4: Body Knowledge and Care
D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse

F. Protecting People's Health

- Social Costs: learns the social costs of diseases associated with smoking, alcohol, and drug use and abuse

Students will:

- identify some of the problems that children, who live in homes where alcohol is abused, often encounter.

Time: 30-45 minutes

Teaching and Learning Suggestions

Selected video and accompanying guide
Videocassette player
Suggested videos

"Lots of Kids Like Us" (28 minutes) Available from most local AADAC area offices.

This story, about children at summer day camp, offers some solutions to situations that children, from homes where alcohol dependency is a problem, often face.

"Children of Alcohol" (19 minutes). Available from the National Film Board and some AADAC offices.

This story follows a group of young people on a horseback trip through the mountains. Each child comes from a family where alcohol abuse is creating problems. They share their experiences through discussions.

Teaching and Learning Suggestions

Video and Discussion, variable time

- Before showing the video, preview it carefully to ensure that the content is appropriate for your class. Study the accompanying discussion guide and be prepared to respond

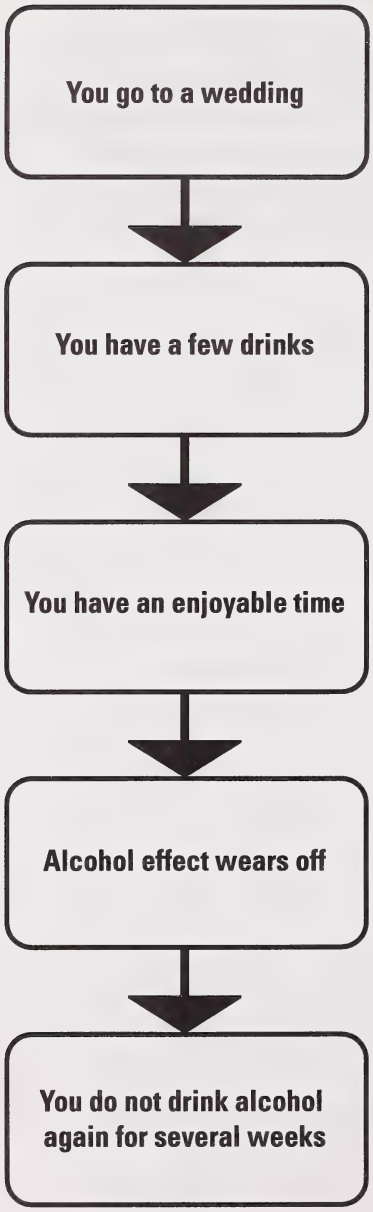
to the questions or concerns that may arise. It may be beneficial to have the school counsellor participate in this activity.

- Show the video and use the video guide to discuss the topics, questions, or concerns that students may raise.

Journal, 10 minutes

- Provide students with the opportunity to reflect privately in their journals about what they have seen and discussed about the video.

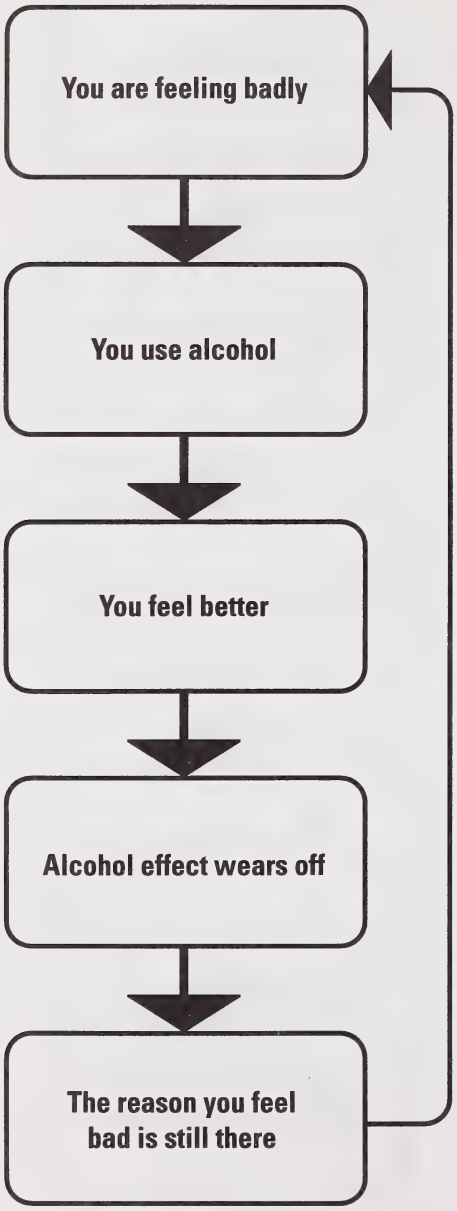
Transparency 6-2:
Pattern #1 — Alcohol Use


You go to a wedding
You have a few drinks
You have an enjoyable time
Alcohol effect wears off
You do not drink alcohol again for several weeks

Transparency 6-3:
Pattern #2 — Alcohol Use

You are tired after a hard day at work
You relax with a glass of wine or liquor
You unwind and feel better
Alcohol effect wears off
You spend a relaxing evening with your family

Transparency 6-4:
Pattern #3 — Alcohol Use



Transparency 6-5: Dependence Occurs When

A person continues to use a drug(s) because discomfort or distress is experienced when use is discontinued or severely reduced. Some people use alcohol or drugs because they have become physically or psychologically dependent on them.

Student Resource 6-10: What Can Happen to G.R.?

Directions

Read each statement carefully. Mark an A beside the statements you agree with. Mark a D beside the statements you disagree with.

1. G.R.'s mom has a drinking problem. G.R.'s chances of having a drinking problem are higher than average.

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3. Every weekend, G.R. and a group of friends get together to drink and party. They always bring beer, because they think a party without alcohol is no fun at all. G.R. has a greater risk of becoming alcohol dependent.

4. G.R. feels nervous and awkward around people. These feelings have increased now that G.R. is in college. Everything is so different. G.R. feels he won't be able to handle everything and doesn't know what to do. This situation puts G.R. at a higher risk of becoming alcohol dependent.

5. G.R. got a job at an isolated work camp for four months during the summer. The people there are different than the people G.R. knows. There is little entertainment at the camp. G.R. is often bored when not working. This situation may increase G.R.'s chances of drinking too much, and too often.

Review your answers. Why did you answer the way you did?

Student Resource 6-11: Alcohol — Review Exercise

Instructions

Match statements from part A to the situations described in part B. Although you may feel that several statements could apply to one situation, write the number of the one that you think is the best match in the space provided beside the situation.

Part A Statements

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Mac drinks a particular brand of beer. Marie drinks white wine from a proper wine glass. Joseph drinks dry martinis with black olives. Sharon drinks any kind of alcohol and lots of it. Peter chooses not to drink alcohol.

Part II: Gambling and Lifestyle Choices

Section 6.1 Gambling in Our Society: A Perspective

HEALTH OBJECTIVE CORRELATION

Theme 1: Self-awareness and Acceptance
D. Responsibility to the World

- Personal Accountability: accepts responsibility for managing personal and financial resources

CONTENT FOCUS

- Students look at how they manage the resources they have available to them, by discussing chores, jobs, allowances and choices they make about spending money.
- Students are provided with an overview of gambling in our society, and how gambling always has a cost associated with it. They look at mathematical odds associated with gambling.

Section 6.1 Gambling in Our Society: A Perspective

Overview

People gamble at various levels of involvement. Casual social gamblers, for example, gamble occasionally and experience no negative effects. Serious social gamblers may not experience any negative effects either, but for them gambling is their major form of recreation. Harmfully-involved gamblers gamble to such an extent that their gambling is having a harmful effect on some area of their lives. It can be an occasional effect or an ongoing one.

Some of the indicators of harmful involvement include spending more and more time and money on gambling, and continuing to gamble to try to win back money lost. Harmful involvement can also be indicated by doing things that a person wouldn't normally do in order to gamble, and constantly thinking about gambling.

This section asks students to consider how responsible choices can be made about their financial resources. It also informs students that there is always a cost associated with gambling, whether it is in the form of time or money.

Activity 6.1.1: Personal and Financial Resources

Objectives

Theme 1: Self-awareness and Acceptance
D. Responsibility to the World

- Personal Accountability: accepts responsibility for managing personal and financial resources

Students will:

- examine their personal resources;
- look at ways to handle decisions about financial resources;
- understand the concept of budgeting;
- examine various ways of fundraising; and
- understand how gambling activities can be a part of fundraising.

Time: 60 minutes

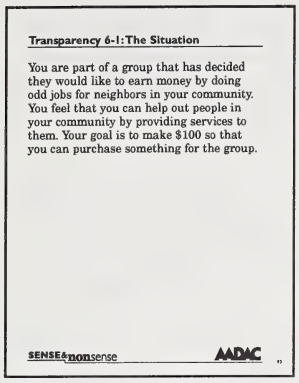
Materials

Class sets of Student Resources 6-1, 6-2, and 6-3
Transparencies 6-1 and 6-2
Overhead projector

Teaching and Learning Suggestions

Brainstorming, 10 minutes

- Write the words "home" and "school" on the chalkboard. Have students brainstorm items or objects that they would commonly find in each place. Examples might include television, electronic games, books, desks, etc. Then have students work in groups of three to identify which of these items they would consider to be personal items.
- Ask students to discuss the following questions:
  - How do you care for your personal items?
  - Do you have any rules for yourself or others in relation to the use of these items?
  - How do you value your personal items?



Transparency 6-1: The Situation

You are part of a group that has decided they would like to earn money by doing odd jobs for neighbors in your community. You feel that you can help out people in your community by providing services to them. Your goal is to make $100 so that you can purchase something for the group.

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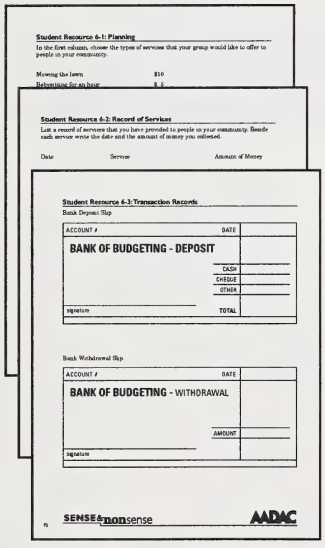

Student Resource 6-1: Planning

In the first column, choose the types of services that your group would like to offer to people in your community.

Mowing the lawn $10

Babysitting for an hour $ 6

Student Resource 6-2: Record of Services

List a record of services that you have provided to people in your community. Beside each service write the date and the amount of money you collected.

Date Service Amount of Money

Student Resource 6-3: Transaction Records

Bank Deposit Slip

ACCOUNT # DATE

BANK OF BUDGETING - DEPOSIT

CASH

CHEQUE

OTHER

signature TOTAL

Bank Withdrawal Slip

ACCOUNT # DATE

BANK OF BUDGETING - WITHDRAWAL

AMOUNT

signature

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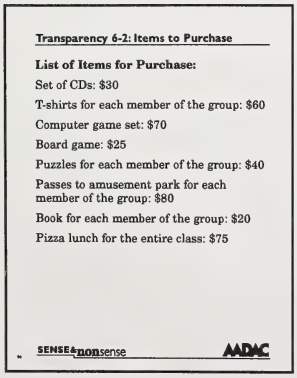

Transparency 6-2: Items to Purchase

List of Items for Purchase:

Set of CDs: $30

T-shirts for each member of the group: $60

Computer game set: $70

Board game: $25

Puzzles for each member of the group: $40

Passes to amusement park for each member of the group: $80

Book for each member of the group: $20

Pizza lunch for the entire class: $75

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Simulating a Budget, 50 minutes

- Ask students to consider ways in which they can earn money. Make a list of these on the chalkboard. Tell students that people often use a process called budgeting in order to track and organize the way they handle their money. They will be asked to follow a similar process for a class assignment.
- Use **Transparency 6-1: The Situation** to describe and discuss the situation that the class will be asked to put themselves in. Tell the class that they will be given a goal to reach for their class, and will go through a budgeting process in order to reach this goal.
- Divide students into small groups of 4 to 5. Provide each group with **Student Resource 6-1: Planning** and ask them to plan an approach to meeting their group goal.
- Tell each group that they are to choose the services they are to provide and list how many times they would have to provide each service to make their group goal of $100. They must provide at least 4 different kinds of services. Have the group create an imaginary record of the services they have provided as a group using **Student Resource 6-2: Record of Services**. Distribute **Student Resource 6-3: Transaction Records**. Ask them to record their earnings on a deposit slip that they would use to deposit at a bank.
- Display **Transparency 6-2: Items to Purchase**. Have each group choose an item or items to purchase and fill out a withdrawal form to take their money out of the bank.
- Review the definition of gambling. Have students discuss how they received something concrete in return for the money they "spent" in the previous exercise. Ask students to consider how gambling is different.

Journal, 10 minutes

- Ask students to consider what their own personal financial resources are. Have them write down some thoughts about how to be responsible in managing their personal and financial resources.

Class Share, 10 minutes

- Have students then think of various ways that people raise funds. Tell students that gambling is one way that many organizations raise funds. Ask them to share any knowledge they have of community or sports organizations that have

done fundraising to obtain certain items. Ask students to share their perceptions of the advantages of fundraising to obtain items that the community or team members all benefit from.

Student Resource 6-1: Planning

In the first column, choose the types of services that your group would like to offer to people in your community.

Mowing the lawn	$10
Babysitting for an hour	$ 5
Shoveling sidewalks	$ 5
Picking up mail for people on holiday	$ 2
Supervising playground time	$ 4
Running errands for neighbors	$ 2

Use the space below to figure out how many times you would have to provide different services to reach your group goal of making $100. You must choose to provide at least 4 different services to keep your group members busy.

Student Resource 6-2: Record of Services

List a record of services that you have provided to people in your community. Beside each service write the date and the amount of money you collected.

Date	Service	Amount of Money

Student Resource 6-3: Transaction Records

Bank Deposit Slip

ACCOUNT #	DATE	
BANK OF BUDGETING - DEPOSIT		
	CASH	
	CHEQUE	
	OTHER	
signature	**TOTAL**	

Bank Withdrawal Slip

ACCOUNT #	DATE	
BANK OF BUDGETING - WITHDRAWAL		
	AMOUNT	
signature		

Transparency 6-1: The Situation

You are part of a group that has decided they would like to earn money by doing odd jobs for neighbors in your community. You feel that you can help out people in your community by providing services to them. Your goal is to make $100 so that you can purchase something for the group.

Transparency 6-2: Items to Purchase

List of Items for Purchase:

Set of CDs: $30

T-shirts for each member of the group: $60

Computer game set: $70

Board game: $25

Puzzles for each member of the group: $40

Passes to amusement park for each member of the group: $80

Book for each member of the group: $20

Pizza lunch for the entire class: $75

Section 6.2 Effects of Gambling

HEALTH OBJECTIVE CORRELATION

Theme 1: Self-awareness and Acceptance
D. Responsibility to the World

- Personal Accountability: learns the meaning of personal and social conscience

CONTENT FOCUS

- Students discuss how personal and social conscience can relate to decision-making and values.
- Students discuss situations that involve conflicting points of view: for example, events like bingos that raise money for sports activities and the effect of these events on people who are problem gamblers.
- Students examine the effects of harmful involvement in gambling on family members and friends.

Section 6.2 Effects of Gambling

Overview

For some people, gambling is a problem that can take many forms, depending on the background, characteristics and circumstances of the gambler. Some of these concerns can include the amount of time and money spent on gambling; the amount of money borrowed to finance it; the stress felt at having to hide it; or the family events missed because of it.

In this section, students are asked to look at different points of view when making decisions. They are encouraged to recognize that people make decisions based on their experiences and values, and that personal accountability involves listening and respecting different points of view and decisions. They compare the decision-making process to the context of gambling, and are asked to examine how gambling can have a negative impact on an individual's family and friends.

Activity 6.2.1: Looking at Points of View

Objectives

Theme 1: Self-awareness and Acceptance
D. Responsibility to the World

- Personal Accountability: learns the meaning of personal and social conscience

Students will:

- review the decision-making process;
- understand what is meant by conscience;
- examine situations that involve conflicting values and points of view.

Time: 80 minutes

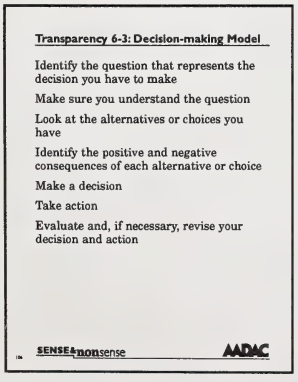
Materials

Class set of Student Resource 6-4
Transparency 6-3
Overhead projector

Note: Because of the personal nature of each student's individual and family values, teachers are cautioned to prepare for these activities carefully and ensure that no student's values are criticized or privacy invaded.

Teaching and Learning Suggestions

Class Discussion, 15 minutes


Transparency 6-3: Decision-making Model
Identify the question that represents the decision you have to make
Make sure you understand the question
Look at the alternatives or choices you have
Identify the positive and negative consequences of each alternative or choice
Make a decision
Take action
Evaluate and, if necessary, revise your decision and action
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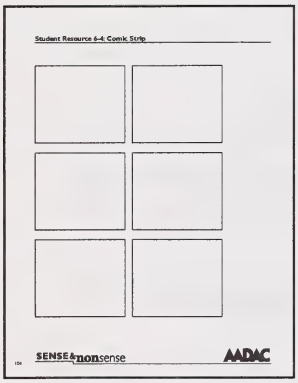
- Use **Transparency 6-3: Decision-making Model** to review the decision-making process with students. Ask students to think about the decisions that they have to make on a daily basis. Ask them to consider when they have made mistakes in their decisions, and how they can use the decision-making process to help them learn from their mistakes. Emphasize the importance of the step that asks students to evaluate their decision.
- Discuss how we use our conscience to help us make decisions. Explain that our conscience is made up of our values, beliefs and life principles. It helps us make decisions about how to apply those values, beliefs and principles to how we live our lives and how we deal with others.

Role Play, 25 minutes

- Have students work in groups to brainstorm 3 or 4 situations involving their friends in which they have to make a decision. Ask them to think about situations in which there are conflicting points of view or values. Have students discuss different ways of dealing with the situations by asking them to role play one of the situations and develop strategies for saying "no." Some examples of situations are as follows:
  - Your friends want you to come to the shopping center with them after school even though you know your parents do not allow you to go without their permission.
  - Your friend wants to borrow a game that another friend has loaned to you.

Cartoon Strip, 30 minutes


Student Resource 6-4: Comic Strip

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- Have groups break off into pairs, and ask each pair to use **Student Resource 6-4: Comic Strip** to develop a comic strip that illustrates a situation that involves conflicting values or points of view. Students may choose to illustrate one of the situations that they brainstormed in their groups.

Journal, 10 minutes

- Have students write about how they would describe their values, beliefs and principles. Ask them to focus on what they think is important to them in choosing how to behave and interact with others.

Activity 6.2.2: Gambling and Points of View

Objectives

Theme 1: Self-awareness and Acceptance
D. Responsibility to the World

- Personal Accountability: learns the meaning of personal and social conscience

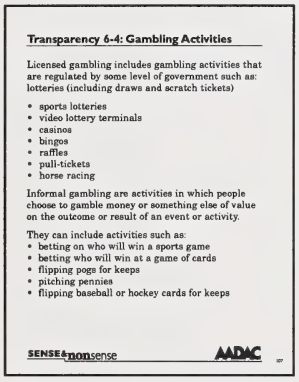
Students will:

- discuss how gambling can involve conflicting values and points of view; and
- understand the harmful effects that problem gambling can have on family and friends.

Time: 35 minutes

Materials

Class set of Student Resource 6-5
Transparency 6-4
Overhead projector



Transparency 6-4: Gambling Activities

Licensed gambling includes gambling activities that are regulated by some level of government such as: lotteries (including draws and scratch tickets)

- sports lotteries
- video lottery terminals
- casinos
- bingos
- raffles
- pull-tickets
- horse racing

Informal gambling are activities in which people choose to gamble money or something else of value on the outcome or result of an event or activity.

They can include activities such as:
- betting on who will win a sports game
- betting who will win at a game of cards
- flipping pogs for keeps
- pitching pennies
- flipping baseball or hockey cards for keeps

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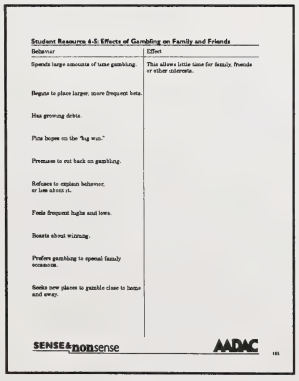

Student Resource 6-5: Effects of Gambling on Family and Friends

Behavior	Effect
Spends large amounts of time gambling.	This allows little time for family, friends or other interests.
Begins to place larger, more frequent bets.	
Has growing debts.	
Pins hopes on the "big win."	
Promises to cut back on gambling.	
Refuses to explain behavior, or lies about it.	
Feels frequent highs and lows.	
Boasts about winning.	
Prefers gambling to special family occasions.	
Seeks new places to gamble close to home and away.	

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Teaching and Learning Suggestions

Class Discussion, 15 minutes

- Discuss with the class how gambling can also involve conflicting values or points of view. Display **Transparency 6-4: Gambling Activities**. Ask students to write down some ideas in their notebooks or learning logs to consider what kinds of conflicting values or points of view people might have about these activities. Remind students that the majority of people who decide to engage in gambling activities will never experience any problems with their gambling, but that some people might develop problems. Also remind students of the difference between licensed and informal gambling. Inform them that there is a minimum age restriction of 18 years on most forms of gambling activities.

Effects Chart, 20 minutes

- Provide each student with **Student Resource 6-5: Effects of Gambling on Family and Friends**. Ask students to fill in the chart with examples of the effects they think each action may have on family and friends of a problem gambler.

- Have each student share their responses with a partner, then combine pairs into groups of 4. Ask each group to discuss the values that are in conflict with the conditions faced by problem gamblers. Students can be asked to consider such values as honesty, the importance of family, and friendship.

Additional Content for Teachers

Adult Gambling

Gambling in Alberta provides recreational entertainment for the citizenry, significant financial returns both to charities and government, and employment to thousands of Albertans. While the great majority of Albertans gamble for enjoyment and entertainment and are able to keep their gambling activities in perspective, problem gambling can lead to serious personal and familial difficulties for some Albertans.

For many people, gambling is something they do occasionally as a form of recreation. They buy a lottery ticket, bet a few dollars on a horse, or drop a loonie into a machine. When the event or game is over, they go on to other non-gambling activities.

A study called *Gambling and Problem Gambling in Alberta*, (January 1994) revealed these findings:

- 88% of the adult population gamble responsibly; that is, they gamble for entertainment, recreational or social reasons and have never experienced problems related to their gambling.
- 7% of adult Albertans have never participated in any form of gambling in their lifetime.
- Albertans are most likely to say they gamble for entertainment or fun (79%), to win money (72%), to support worthy causes (71%), and for excitement or as a challenge (60%).

For some people, however, gambling becomes a problem, and the problem can range from minor to quite serious. It could be as simple as gambling a little more often than intended, or spending a little more money than intended — maybe making it hard for them to pay bills or make payments.

It could also be more serious than that. It could mean that some of these people spend a lot more time and money than they can afford on gambling, and it has a negative effect on other areas of their life.

Some of the negative effects experienced by problem gamblers include:

- Spends large amounts of time gambling.

  This allows little time for family, friends or hobbies.

- Begins to place larger, more frequent bets.

  Larger bets are necessary to get the same level of excitement.

- Has growing debts.

  The person with the gambling problem is secretive or defensive about money, and may borrow money from family members or friends.

- Refuses to explain behavior, or lies about it.

  The person with a gambling problem may be away from home or work for long periods of time, or may make an unusually high number of personal telephone calls.

- Prefers gambling to special family occasions.

  The problem gambler may arrive late or miss family events such as birthdays, school activities and other family gatherings.

The main direct beneficiaries of regulated gambling in Alberta include:

- Individual charities and religious organizations

  To be considered charitable, organizations must exist primarily for public service or community benefit. Membership in the organization must be voluntary, and the executive of the organization must be chosen from its voluntary base. Activities should benefit the community at large, rather than the self-interest of the membership, and should be structured on a not-for-profit basis. Groups meeting these criteria are eligible to apply for licenses to conduct and manage gaming events. Gambling revenue has become vital to the overall operation of many charities; it stabilizes their budgets and allows them to provide their programs and services.

- Individual citizens and communities

  Many Albertans enjoy participating in the wide range of gaming activities that are available throughout the province. In addition, individuals and communities benefit from the Government of Alberta's allocation of lottery funds to a number of foundations, organizations, and programs that each have their own specific mandates. These funding organizations, are, in turn, responsible for channeling lottery assistance back to Albertans, often for volunteer-driven initiatives operated at the community

level. For example, in one year, more than 2,500 grants totaling over $115 million in lotteries assistance were provided to culture and arts groups, libraries, museums, sport and athletic events, wildlife and conservation projects, education, health care and wellness initiatives, seniors groups, recreation, tourism, historical resources, and agricultural fairs and exhibitions.

- Major exhibitions and fairs

  These events are often involved in all three facets of licensed gambling, which makes them partially dependent on gambling funds for their operations. They are allowed to share in gambling proceeds because they are mandated to make a contribution to agricultural development in the province, including staging annual summer festivals that celebrate the culture of the local community. For promoting these objectives, the fairs and exhibitions can apply for gambling licenses, derive proceeds from lotteries, and profit from horse racing since they own and operate the major horse racing venues in the province.

- Private business and equine industry

  Gambling creates thousands of jobs in the province, plus there are economic spin-offs for the equine industry, and for those who manufacture and sell lottery products, service gambling machines, and for the hotel and tourism sector who are aided by the video lottery terminals and teletheatre wagering in their establishments. Taken altogether, legal gambling constitutes a substantial industry in the province.

- Provincial government

  Gambling derived funds help boost the economy, keep taxes down, and provide general betterments for the public-at-large.

The Effects of Gambling on Family Life

Respondents in a study reported on in *Gambling and Problem Gambling in Alberta* (January 1994) were asked to provide a general description of their family situation, and to comment on whether gambling was a positive or negative force in their family life.

The study confirmed that pathological gambling leads to marital strife or relationship problems.

The majority of pathological gamblers found their family lives quite stressful. The effects of gambling on the family lives of pathological gamblers are generally negative. The only time gambling was seen in a positive light was when they won. The cold reality for the pathological gambler, however, is that wins are a rarity.

In addition to the emotional and mental turmoil the pathological gambler causes the family, there is the heavy impact of gambling on family finances. Many pathological gamblers in the sample in the study had suffered financial setbacks as a result of their gambling. The majority said they lost more than they won.

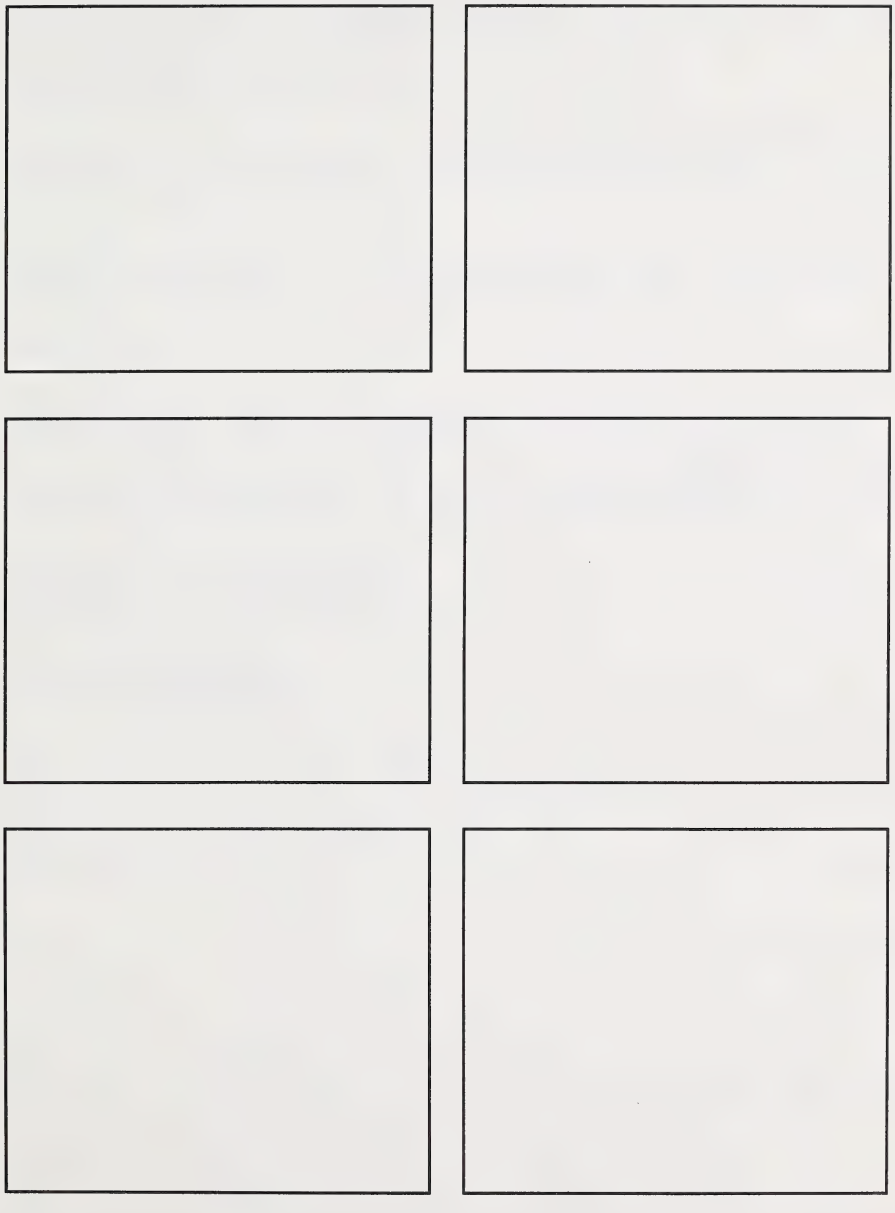
Adolescent Gambling

In May 1996 the Alberta Alcohol and Drug Abuse Commission (AADAC) published the results of a study reported in *Adolescent Gambling and Problem Gambling in Alberta.*

This study revealed that informal wagering among adolescents is common, and 8% of Alberta teens are experiencing some level of problem because of their gambling. For adolescent problem gamblers, gambling was a conspicuous activity in the home and many teens had early gambling experience.

The concern is that teens may be establishing patterns of behavior that could carry over into adulthood when they have greater income, access to credit and entry to gambling establishments.

Student Resource 6-4: Comic Strip



Student Resource 6-5: Effects of Gambling on Family and Friends

Behavior	Effect
Spends large amounts of time gambling.	This allows little time for family, friends or other interests.
Begins to place larger, more frequent bets.	
Has growing debts.	
Pins hopes on the "big win."	
Promises to cut back on gambling.	
Refuses to explain behavior, or lies about it.	
Feels frequent highs and lows.	
Boasts about winning.	
Prefers gambling to special family occasions.	
Seeks new places to gamble close to home and away.	

Transparency 6-3: Decision-making Model

Identify the question that represents the decision you have to make

Make sure you understand the question

Look at the alternatives or choices you have

Identify the positive and negative consequences of each alternative or choice

Make a decision

Take action

Evaluate and, if necessary, revise your decision and action

Transparency 6-4: Gambling Activities

Licensed gambling includes gambling activities that are regulated by some level of government such as:

- lotteries (including draws and scratch tickets)
- sports lotteries
- video lottery terminals
- casinos
- bingos
- raffles
- pull-tickets
- horse racing

Informal gambling are activities in which people choose to gamble money or something else of value on the outcome or result of an event or activity.

They can include activities such as:

- betting on who will win a sports game
- betting who will win at a game of cards
- flipping pogs for keeps
- pitching pennies
- flipping baseball or hockey cards for keeps

Section 6.3 Gambling: Use Versus Abuse

HEALTH OBJECTIVE CORRELATION

Theme 3: Life Careers
A. Self-understanding

- Personal interests and abilities: develops a greater awareness of oneself as an individual, and how one relates to others in society

CONTENT FOCUS

- Students generate a profile of themselves that focuses on their interests, abilities and strengths, and ties into activities that they would like to be involved in.
- Students discuss how they see themselves, and how they think others see them in relation to the types of activities they like to be involved in.
- Students discuss the difference between use and abuse as it relates to gambling.

Section 6.3 Gambling: Use Versus Abuse

Overview

This section focuses on increasing students' understanding of themselves and how they relate to and are perceived by others. It is through a greater understanding of individual involvement and activities that students demonstrate the skills necessary to lead an active, healthy lifestyle. The factors that contribute to harmful involvement in gambling are discussed and related to different lifestyle areas. Students are encouraged to understand that there are a variety of strategies and resources that they can use to participate in a wide range of activities.

This section is designed to help students understand the difference between the use and abuse of gambling involvement. If students participate in gambling activities at this age, it is usually in informal and infrequent situations. However, students are encouraged to learn the factors that can contribute to a desire to gamble, and those that indicate harmful involvement.

Activity 6.3.1: Understanding Ourselves and Others

Objectives

Theme 3: Life Careers
A. Self-understanding

- Personal interests and abilities: develops a greater awareness of oneself as an individual, and how one relates to others in society

Students will:

- examine their activities and interaction with others in individual, school, home and community settings; and
- discuss their perceptions of themselves and share their perceptions of others.

Time: 100 minutes

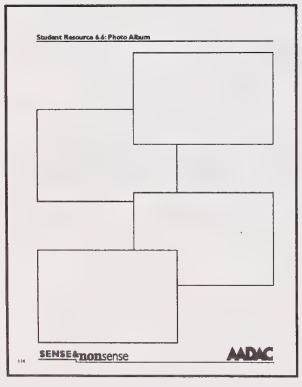
Materials

Class set of Student Resource 6-6
Pictures or photographs brought from home by students
Black and white paper

Teaching and Learning Suggestions

Group Photo Album, 50 minutes

- Have students think of things that have happened to them at home, school or in the community during the past week. Ask them to make a list of these things in their learning logs or notebooks. Students can be asked to list things that happened to them as individuals and in various group settings.



- Have students work in small groups of 4 to 5 and use **Student Resource 6-6: Photo Album** to draw pictures that represent these events and use them to create a group photo album of themselves and how they interact with others.
- Students can be asked to also collect pictures or photographs from home to add to their group photo albums. Groups can be encouraged to organize their photo albums around categories that they develop together.
- Have each group share their photo albums with other groups in the class.

Interviews, 20 minutes

- Have students interview a classmate about their personality, interests, activities and involvements. Have students work in groups of 3 to 4 to develop their interview questions and take turns interviewing each other.

Silhouette Profiles, 20 minutes

- Have groups use the information they have collected to create silhouette profiles of each student in their group. Have them draw a black and white silhouette of the individual and write a profile to go with it. Display the profiles in the classroom.

Journal, 10 minutes

- Have students reflect on how they were portrayed in their silhouette profile. Have them write about their own interests and abilities and how these could be matched to future activities or occupations.

Activity 6.3.2: Understanding Use and Abuse

Objectives

Theme 3: Life Careers
A. Self-understanding

- Personal interests and abilities: develops a greater awareness of oneself as an individual, and how one relates to others in society

Students will:

- understand the concepts of use and abuse as they relate to gambling activities.

Time: 50 minutes

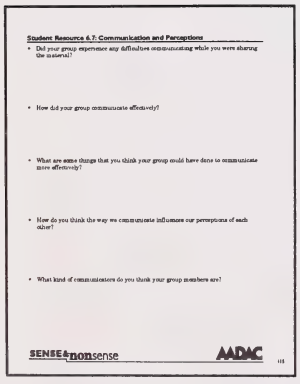
Materials

Class set of Student Resource 6-7
Newspapers, magazines and other periodicals
Poster board and glue

Teaching and Learning Suggestions

Communication Collage, 30 minutes

- Ask students to consider how communication influences our perceptions of each other. Communication often represents the way we interact with others. Have students work in groups to collect pictures, slogans, headlines from newspapers or other periodicals that reflect any types of communication and interaction with others. Ask them to use their collection to create a communication collage.


Student Resource 6.7: Communication and Perceptions

- Did your group experience any difficulties communicating while you were sharing the material?
- How did your group communicate effectively?
- What are some things that you think your group could have done to communicate more effectively?
- How do you think the way we communicate influences our perceptions of each other?
- What kind of communicators do you think your group members are?

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- Have groups assess their group work by discussing questions on **Student Resource 6-7: Communication and Perceptions**.

Class Discussion, 20 minutes

- Tell students that our perceptions towards the activities we engage in, and the way we interact with others, influence our decisions. People's perceptions of their gambling habits also influence their decisions. Gambling can become a problem that can affect all aspects of their lives. Ask students to list the areas of their lives that were reflected in their photo albums from the previous activity. Students can be encouraged to list major life areas such as finances,

physical health, emotional health, spiritual health, work and/or education, social/leisure time and family/ relationships.

- Ask students to review the definition of abuse. According to the dictionary, abuse is to use wrongly or to make bad use of. When gambling causes harmful effects, it is considered to be abuse. A variety of factors can contribute to the desire to gamble. These include:
  - feeling depressed
  - feeling good
  - feeling lonely
  - feeling bored
  - feeling frustrated
  - feeling broke
  - having money
  - worrying about debt
  - being with people who gamble
  - having problems with the people around you
  - seeing lottery tickets
  - watching a sporting event

- The factors that determine whether a person is abusing gambling are:
  - the reasons the person is gambling;
  - the frequency of gambling;
  - the situation in which the person engages in gambling activities.

- List the major life areas (mentioned above) on the board and have students brainstorm examples of strategies and resources (internal and external) that they can use to promote healthy interaction and communication with others. Students can be encouraged to develop examples such as the following:

life area:	Leisure
goal:	Avoid spending so much time on video games
strategy:	Join a sports team
resources available:	Learn-to-play-volleyball class Community league volleyball team My experience with other sports teams
life area:	Emotional health
goal:	Spend more time with friends
strategy:	Plan activities with my friends like going to a movie, or bike riding
resources available:	My group of friends Bicycles; money for a movie Personal enjoyment of time spent with friends

Additional Content for Teachers

A study titled *Adolescent Gambling and Problem Gambling in Alberta* (May 1996) found that among adolescents surveyed, 33% do not gamble and 67% are gamblers. Of the study sample, 44% scored as non-problem gamblers; 15% were at-risk gamblers; and 8% were problem gamblers. Among adolescents who gamble, the most popular gambling activities are raffle, fundraising and instant-win tickets, playing board or card games for money, and wagering on the outcome of sports events.

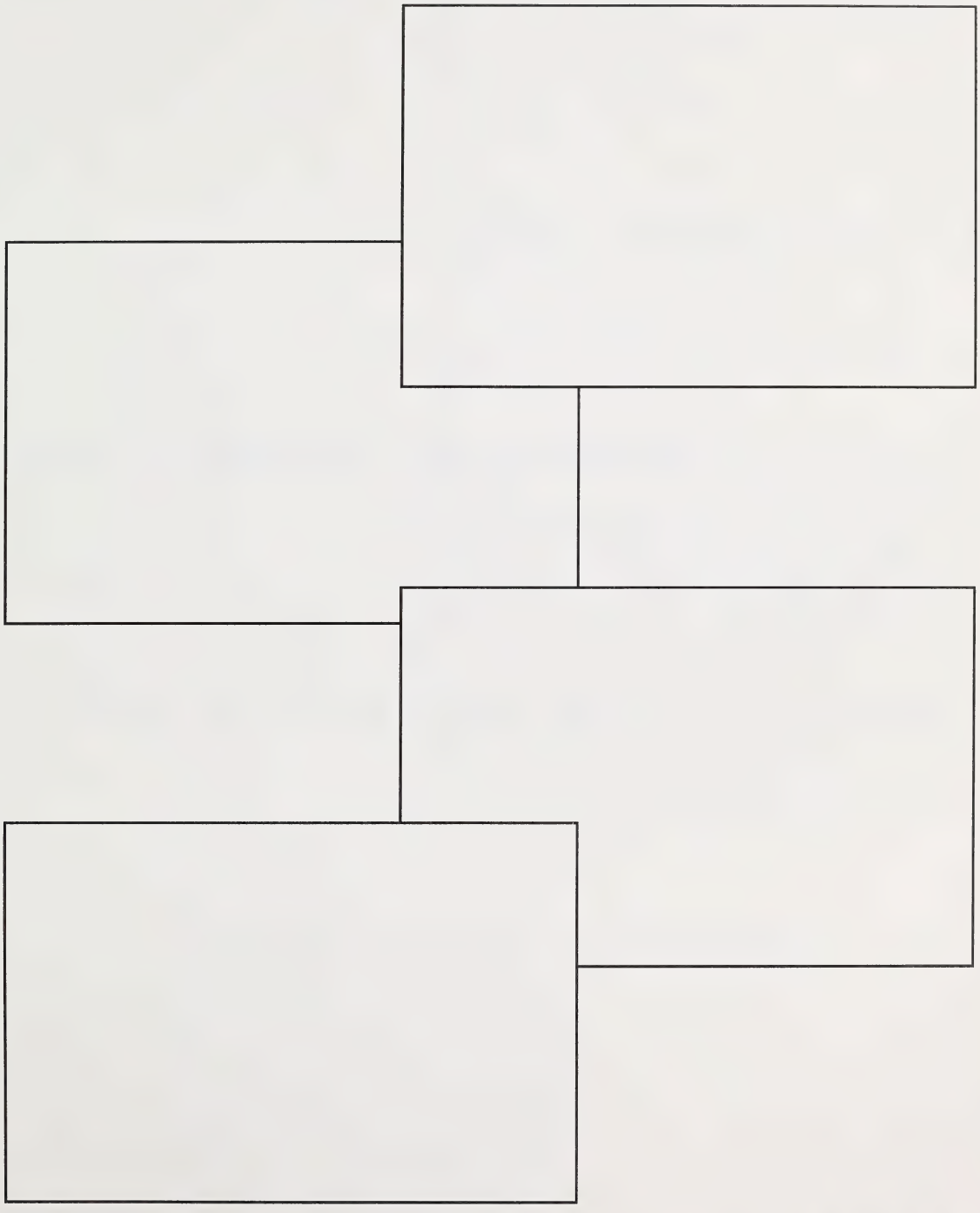
Problem gamblers are far more likely than non-problem gamblers to borrow money from family and friends to finance their play. Similarly, problem gamblers are more likely to engage in extreme measures to finance gambling (e.g. stealing and selling personal property). For most adolescent problem gamblers these excessive behaviors have yet to result in large financial losses which have serious repercussions for them, their family or friends.

Adolescent problem gamblers experience a range of negative impacts because of their gambling, including:

- spending more time or money than intended,
- experiencing difficulties in relationships, and
- feeling badly about their gambling.

When compared with adult Albertans, adolescents in the study appear four times more likely to be at risk (15%) and experience some problems (8%) with their gambling (23% vs. 5.4%). This finding is consistent with studies in other jurisdictions where it has been found that adolescent problem gambling rates tend to be 1.5 to 4 times higher than adult rates.

Student Resource 6.6: Photo Album



Student Resource 6.7: Communication and Perceptions

- Did your group experience any difficulties communicating while you were sharing the material?

- How did your group communicate effectively?

- What are some things that you think your group could have done to communicate more effectively?

- How do you think the way we communicate influences our perceptions of each other?

- What kind of communicators do you think your group members are?

Section 6.4 Gambling Dependence

HEALTH OBJECTIVE CORRELATION

Theme 1: Self-awareness and Acceptance
D. Responsibility to the World

- Problem Solving: learns problem-solving and decision-making skills

CONTENT FOCUS

- Students are provided with a problem-solving model and asked to apply it to a situation.
- The concept of dependence is discussed with students.
- Students develop an action plan for making healthy choices that relate to gambling.

Section 6.4 Gambling Dependence

Overview

Gambling can produce psychological dependence. People concerned about their gambling often talk about phases they've gone through: a winning phase, where everything goes their way; a losing phase, where nothing seems to work; and a desperation phase, where their gambling is out of control and is seriously affecting their lives.

This section is designed to help students understand how people can become dependent upon gambling. They work through a problem-solving model, examine their own personal problem-solving skills and resources, and develop an action plan to maintain a healthy and active lifestyle.

Activity 6.4.1: Solving Problems

Objectives

Theme 1: Self-awareness and Acceptance
D. Responsibility to the World

- Problem Solving: learns problem-solving and decision-making skills

Students will:

- apply a problem-solving model; and
- examine their personal problem-solving skills and resources.

Time: 60 minutes

Materials

Class sets of Student Resources 6-8 and 6-9

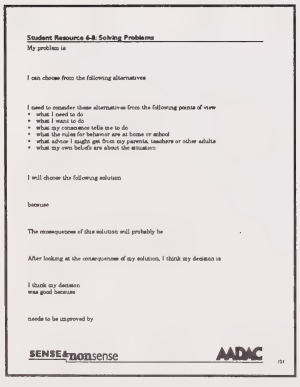
Teaching and Learning Suggestions

Web Definition, 10 minutes

- Have students review the concept of dependency. Ask students to discuss the concept and write the definition in the center of the board. Dependence is a condition of being controlled or influenced by something else. Ask students to review the factors that can influence decisions. Students may contribute ideas such as friends, the media, family, etc. Record these ideas in a web format and ask students to add examples.

Problem-solving Model, 20 minutes

- Have students work in groups of 4 or 5. Ask groups to brainstorm a list of problems that they might face on a daily basis. Have groups volunteer to share some of the items on their lists. Situations could include problems faced with friends, with siblings, or in school; for example, how to talk to a friend that you had an argument with yesterday, whether to tell your parents you broke something valuable, etc.
- Provide each group with **Student Resource 6-8: Solving Problems**. Have each group work together to apply the problem-solving model to one of their situations. When groups have completed the handout, have them pair up with


Student Resource 6-8: Solving Problems

My problem is

I can choose from the following alternatives

I need to consider these alternatives from the following points of view
- what I need to do
- what I want to do
- what my conscience tells me to do
- what the rules for behavior are at home or school
- what advice I might get from my parents, teachers or other adults
- what my own beliefs are about the situation

I will choose the following solution

because

The consequences of this solution will probably be

After looking at the consequences of my solution, I think my decision is

I think my decision
was good because

needs to be improved by

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another group to share their situation and solution. Ask groups to discuss the following questions after they have listened to the other group:

What other alternatives can you think of adding to the group's list?

What are some consequences of each of the alternatives?

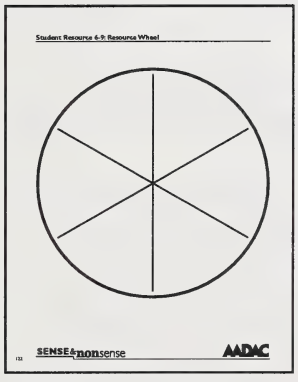
How would you evaluate the solution decided on by the other group?

Journal, 10 minutes

- Have students consider how effective the problem-solving model is in helping them arrive at a solution to a problem. Ask students to reflect on a situation they have faced recently, and how they might use the problem-solving model to help them solve it.

Resource Wheel, 20 minutes

- Have students consider all of the tools and resources that they have in helping them make decisions and choices about the activities they are involved in. These can be skills, talents and abilities as well as people that help and support them. Provide students with **Student Resource 6-9: Resource Wheel** and have them fill in the spaces between the spokes in the wheel with written and/or visual descriptions of these resources.



Activity 6.4.2: Gambling Dependency

Objectives

Theme 1: Self-awareness and Acceptance
D. Responsibility to the World

- Problem Solving: learns problem-solving and decision-making skills

Students will:

- understand some of the problems and situations that exist when gambling dependency is a problem; and
- develop a personal action plan for leading a healthy lifestyle.

Time: 30 minutes

Materials

Class sets of Student Resources 6-10 and 6-11
Transparency 6-5
Overhead projector

Teaching and Learning Suggestions

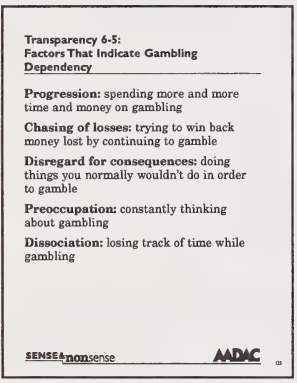
Class Discussion, 15 minutes

- Discuss **Transparency 6-5: Factors That Indicate Gambling Dependency** with students. Use the following to introduce the information:

  People gamble at various levels of involvement. Many people gamble occasionally and do not experience any negative effects. Some people gamble frequently and still do not experience negative effects, but for them gambling is their major form of recreation. Harmfully-involved gamblers gamble to such an extent that their gambling is having a harmful effect on some area of their lives. This effect can be an occasional difficulty or an ongoing problem.

  Gambling dependency involves gambling to such an extent that the gambling controls or influences many of the decisions made. There are factors that indicate gambling dependency.

- Ask students to discuss how people could avoid the risks associated with harmful involvement in gambling. List these on the chalkboard and use them to introduce the next activity.


Transparency 6-5:
Factors That Indicate Gambling Dependency
Progression: spending more and more time and money on gambling
Chasing of losses: trying to win back money lost by continuing to gamble
Disregard for consequences: doing things you normally wouldn't do in order to gamble
Preoccupation: constantly thinking about gambling
Dissociation: losing track of time while gambling
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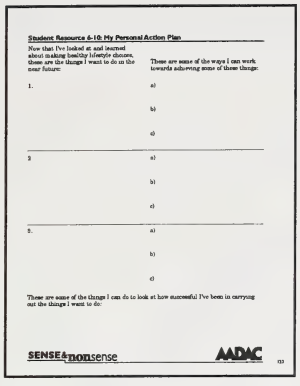

Student Resource 6-10: My Personal Action Plan

Now that I've looked at and learned about making healthy lifestyle choices, these are the things I want to do in the near future:

These are some of the ways I can work towards achieving some of these things:

1.
a)
b)
c)

2.
a)
b)
c)

3.
a)
b)
c)

These are some of the things I can do to look at how successful I've been in carrying out the things I want to do:

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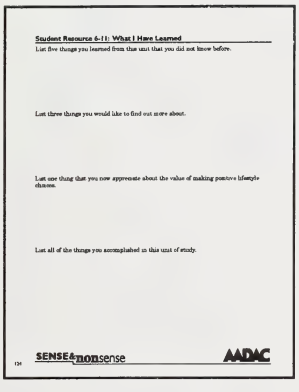

Student Resource 6-11: What I Have Learned

List five things you learned from this unit that you did not know before.

List three things you would like to find out more about.

List one thing that you now appreciate about the value of making positive lifestyle choices.

List all of the things you accomplished in this unit of study.

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Personal Action Plan, 15 minutes

- Provide students with **Student Resource 6-10: My Personal Action Plan** and have them reflect on what they have learned about healthy lifestyle choices to fill it out. Provide students with the option of sharing their action plans with a partner. If students would prefer to keep their action plan to themselves, ask them to reflect in their journals on how they might implement the plan.
- Have students use **Student Resource 6-11: What I Have Learned** to think and write about what they have learned about positive lifestyle choices.

Student Resource 6-8: Solving Problems

My problem is

I can choose from the following alternatives

I need to consider these alternatives from the following points of view
- what I need to do
- what I want to do
- what my conscience tells me to do
- what the rules for behavior are at home or school
- what advice I might get from my parents, teachers or other adults
- what my own beliefs are about the situation

I will choose the following solution

because

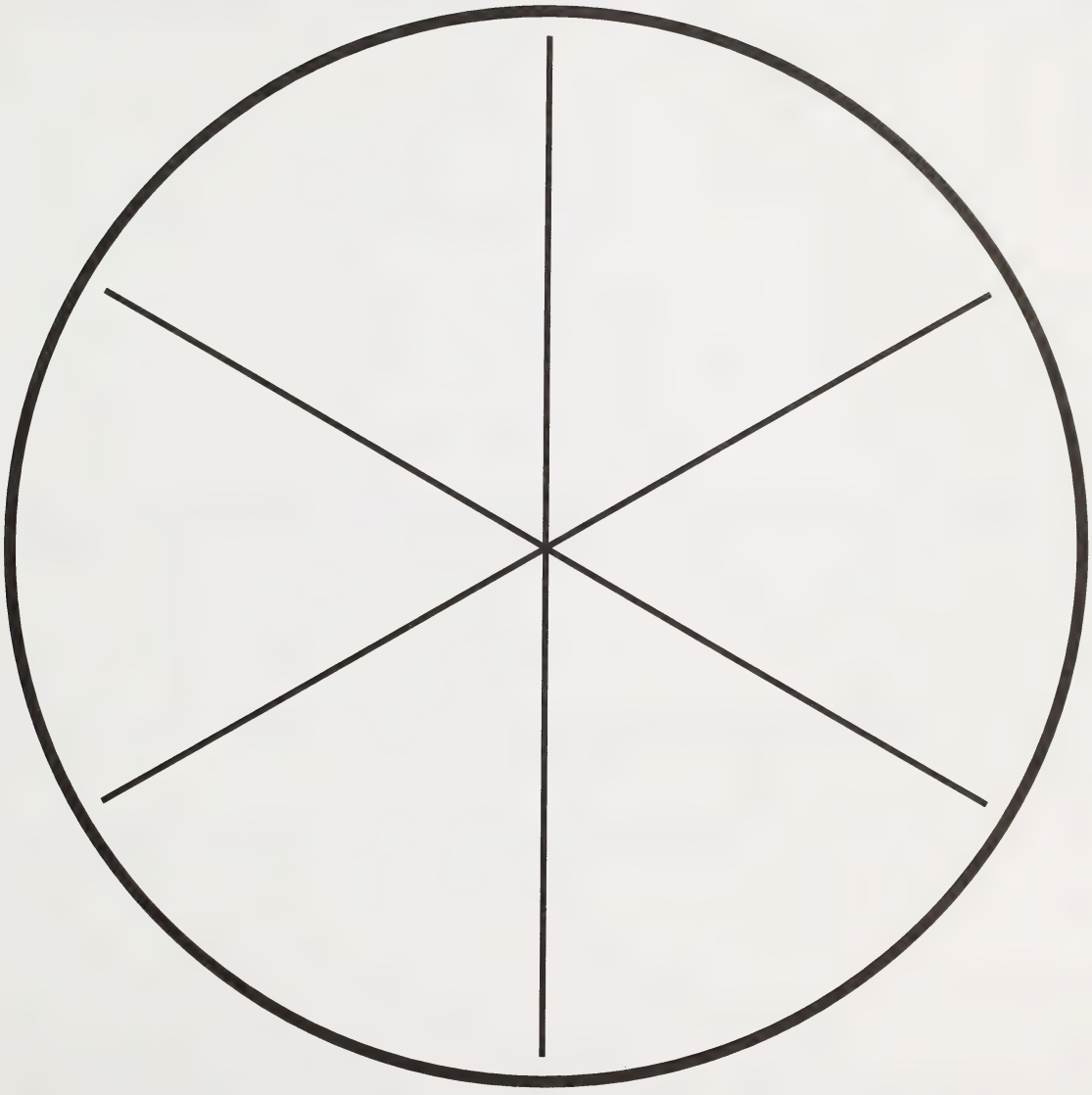
The consequences of this solution will probably be

After looking at the consequences of my solution, I think my decision is

I think my decision
was good because

needs to be improved by

Student Resource 6-9: Resource Wheel



Student Resource 6-10: My Personal Action Plan

Now that I've looked at and learned about making healthy lifestyle choices, these are the things I want to do in the near future:	These are some of the ways I can work towards achieving some of these things:
1.	a)
	b)
	c)
2.	a)
	b)
	c)
3.	a)
	b)
	c)

These are some of the things I can do to look at how successful I've been in carrying out the things I want to do:

Student Resource 6-11: What I Have Learned

List five things you learned from this unit that you did not know before.

List three things you would like to find out more about.

List one thing that you now appreciate about the value of making positive lifestyle choices.

List all of the things you accomplished in this unit of study.

Transparency 6-5: Factors That Indicate Gambling Dependency

Progression: spending more and more time and money on gambling

Chasing of losses: trying to win back money lost by continuing to gamble

Disregard for consequences: doing things you normally wouldn't do in order to gamble

Preoccupation: constantly thinking about gambling

Dissociation: losing track of time while gambling

Part III: Brain Ticklers

Overview

The activities in this section have been designed to help the students reflect on the material that is presented throughout this manual in a fun, non-threatening way.

Brain Tickler 6.1: Picturary

Time: 20 minutes

Materials

Labeled cards, prepared in advance (Brain Tickler 6-1)
Chalk and chalkboard or flipchart, paper and marker
Timer (optional)

Teaching and Learning Suggestions

- Divide the class in to groups of 7-10 students. Each group will need a section of the chalkboard or flipchart. Distribute a set of cards, prepared in advance, to each group (See Brain Tickler 6.1, page 129).
- Have each group select one person as the illustrator, the person who will draw the first word. Have the illustrator select one card. Do not share the card with the group. Allow the illustrator five seconds to review the term on the card.
- A timer can be used to keep the group on task. Turn on a timer and the illustrator can begin to draw the term identified on the card. S/he may not use verbal, non-verbal or alphabetic symbols to communicate to the group. While the illustrator sketches, the group tries to identify the picture/ term that is being drawn. When the term has been identified, or the timer has rung, the group can move on to the next term.
- Change the illustrator and continue until you have worked through the terms.
- For a variation of this game, have the students submit their own terms. Not only does this give the students ownership of the game but it will challenge the students to recall their learning. It would probably be a good idea to review the submissions before they are entered in the game. This way you can discard duplicate or inappropriate terms.

Brain Tickler 6.2: Word Scramble

Time: 10 minutes

Materials

Class set of Brain Tickler 6-2

Teaching and Learning Suggestions

- Distribute copies of Brain Tickler 6-2 (page 130). Working independently, students are to reorganize the letters to spell words they have learned in the unit.
- After the students have completed the worksheet, review the answers with them.

Brain Tickler 6.2: Answer Key

C B A O C O T	TOBACCO
N E P E D N C Y D E	DEPENDENCY
V S E E I R T D A	ADVERTISE
M P R E L O B B A G M N I G L	PROBLEM GAMBLING
S L L O H I C M O A	ALCOHOLISM
D X F E I E T A R	FIXED RATE
N A G H R V E O	HANGOVER
C S I I D O N E - K M I A G N	DECISION-MAKING

Brain Tickler 6-1: Picturary

BOTTLE	BEER MUG	WINE GLASS
ILLEGAL	COFFEE	DRINK
TELEVISION	MAGAZINE	BRAIN
TOAST	BODY	TIME
GAMBLING	LOTTERIES	BUDGET
BETTING		

Brain Tickler 6-2: Word Scramble

Someone has spilled the beans and the words are out. Take a few minutes to help clean up this mess. The letters, when correctly organized, will spell words related to the unit you are currently studying.

C B A O C O T

N E P E D N C Y D E

V S E E I R T D A

M P R E L O B B A G M N I G L

S L L O H I C M O A

D X F E I E T A R

N A G H R V E O

C S I I D O N E - K M I A G N

Additional References and Resources

Quick Facts contains general information in a question/answer format on a broad spectrum of addictions issues. This booklet may help you to answer student questions.

The booklet is produced by AADAC and can be obtained, free of charge, by contacting your local AADAC office.

Gambling and Problem Gambling in Alberta, Final Report (January 1994), and *Adolescent Gambling and Problem Gambling in Alberta, Final Report* (May 1996), contain the results of studies on gambling and problem gambling in Alberta and are available through your AADAC office.

1-800-665-9676 is the Gambling Help Line, a 24-hour toll-free service that offers crisis counselling, information on treatment services, and referral.

Gambling Through the Eyes of Our Children is a video and accompanying report available through the AADAC library in Edmonton. The video was created through a study that incorporated children's poster art and interviews with individuals and agency representatives discussing their experiences with and opinions about gambling. The resource addresses four components central to the effective prevention and management of problem gambling: prior experience with gambling (Experience); knowledge of what gambling is (Knowledge); misconceptions about gambling (Myth); and acknowledgment of their minimum social responsibilities (Balance).

Straight Facts About Drugs and Drug Abuse contains answers to some of the more common questions about drugs and drug abuse. It can be obtained, free of charge, by contacting your local AADAC office.

Tobacco Use Cessation Programs: An Inventory of Self-Help and Group Programs is produced by Health Canada and it contains descriptions of stop-smoking programs throughout Canada. It is available from the Publications Unit of Health Canada. Telephone (613) 954-5995 or Fax (613) 941-5366.

Smoke-Free Class of 2000 is a teaching resource, for grades 4 through 9, with a focus on smoking education and

prevention. It is published by the Alberta Lung Association. Contact the Project Manager, Smoke-Free Class of 2000, Alberta Lung Association, Box 4500, Edmonton, AB T6E 6K2. Call toll-free 1-800-931-9111 in Alberta.
Note: A resource for grade 10 will be available in the fall of 1997, grade 11 resource in 1998, and a grade 12 resource in 1999.

Heart and Stroke Lifelines is a newsletter which addresses smoking issues. To receive a copy contact the Public Information Director, Heart and Stroke Foundation of Alberta & NWT, 1825 Park Road SE, Calgary, AB T2G 3Y6

The Canadian Cancer Society has a number of resources available which address healthy lifestyle choices and smoking prevention issues. Contact the Alberta & NWT Division Office at:
2424 – 4th Street SW, 2nd Floor,
Calgary, Alberta
T2S 2T4
Telephone (403) 228-4487
Fax (403) 228-4506

Contact local community resources such as the following for any additional information, resources, and/or guest speakers:

- AADAC (Alberta Alcohol and Drug Abuse Commission) offices
- School and community libraries
- Professional medical associations (pharmacists, dentists, doctors, nurses)
- Provincial and federal health departments

Glossary of Terms

Dependence

Some people use alcohol or drugs because they have become physically or psychologically dependent on them. When people continue using a certain drug because they experience discomfort or distress when use is discontinued or severely reduced, they can be said to be drug-dependent.

Source: *Straight Facts.*

Drug

Any substance, other than food, which is taken to change the way the body or the mind functions.

Source: *Straight Facts.*

Drug Problem

Alcohol and other drug problems exist when an individual's use of a substance results in continued negative consequences. Consequences may be of a physical, psychological or social nature.

Source: *AADAC Information Series.*

Fixed Rate

The metabolism rate of alcohol is constant with time regardless of the concentration of alcohol in the blood.

Source: *Medical/Physiological Effects of Alcohol.*

Gambling

The act of risking money, property or something of value on an activity of which the outcome is not certain.

Source: Dr. Garry Smith, University of Alberta.

Physical Dependence

Occurs when a drug user's body becomes so used to alcohol or a particular drug that it can function normally only when the alcohol or drug is present. In the absence of the alcohol or drug, the user will experience withdrawal.

Source: *AADAC Information Series.*

Psychological Dependence

Results when a person holds a belief that his/her thoughts, emotions and activities would be less satisfying or even impossible without alcohol or the drug.

Source: *AADAC Information Series.*

Resiliency

The ability to readily recover or rebound from adversity. Resiliency is born out of the balance between what are known to be risk factors and protective factors.

Source: *AADAC Developments,* Volume 15, Issue 4, June/July 1995.

Secondhand Smoke

The smoke exhaled by smokers and the smoke that escapes into the air from burning cigarettes.

Other names: Environmental tobacco smoke (ETS), sidestream smoke

Source: *Heart and Stroke Lifelines* by the Heart and Stroke Foundation of Alberta and NWT.

Tolerance

With regular use over time, the body adapts to the presence of alcohol or another drug. As a result, the user needs more and more of the drug to get the same effect. Tolerance increases the risk of overdose in two ways: with some drugs the body may not develop tolerance to all of the effects of the drug; and, if the drug user has not taken the drug in a long time, the expected tolerance may decrease and the usual dose may be enough to cause an overdose.

Source: *AADAC Information Series.*

Withdrawal

The adjustment by the body to the removal of alcohol or another drug.

Source: *AADAC Information Series.*

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